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ABSTRACT

The career education idea book is aimed at the K-6 level and is designed to give useful ideas to teachers making career education a part of their program. The main thrust is developing an awareness of one's self and of the world of work. The book is color-coded for convenience; approximately half is comprised of activities in 11 areas: self-image; family needs; economics; job characteristics; lots 'n lots of jobs; constructions; things to make; class organization; riddles, dramas, and games; field trips; and units. A 26-page audiovisual resource list provides titles available to the Portland public schools, but does not give original sources. Twenty pages illustrate bulletin boards featuring career education concepts, followed by 20 pages of bibliography, listing: (1) sources of information on occupations from accounting to wholesaling (among these is a two-page listing of titles and sources for teacher guidance materials); (2) children's books, grouped by academic subject matter; and (3) titles and sources of professional materials for the teacher. The volume concludes with an index listing each activity, its grade level, and the academic subject areas with which it correlates. (AJ)

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CAREER EDUCATION

An Idea Book

Edited by:

K-6 Resource Guide Project Committee
1971

Portland Public Schools, Area II
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Random Thoughts -

I do not see career education developing a parallel program to existing instruction. I do see career education becoming an integral part of instructional activities occurring in the development of basic skills. I find myself seeking methods of involving teachers in buildings in a serious analysis of our existing stated school goals--restating these goals in terms of the output--specifically the learners and the behaviors they should exhibit--gaining staff acceptance of goals and then looking at programs existing within the educational institutions that contribute to meeting accepted goals. This must result in eliminating activities that are not effectively serving students' needs and re-assigning resources to identified programs that will better meet accepted goals. I have major problems with programs developed by others and proposed to be imposed on a school--I believe change will occur only by gaining involvement and commitment. Attitudinal change is now, and will continue to be, a major need.

Leroy Wallis

Career Education Specialist
Portland Public Schools,
Area II

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GUIDELINES FOR USING THE BOOK

The present philosophy concerning career education is to make it an integral part of instructional activities occurring in the development of basic skills. An attempt is being made to avoid the pitfall of developing a parallel program to the existing curriculum.

In grades kindergarten through six, the main thrust of career education is developing an awareness of one's self and of the world of work.

In grades seven through ten, the learner will explore the world of work and make tentative choices for future careers.

Grades eleven and twelve will place emphasis on the development of specialized skills. Upon completion of grade twelve it is hoped that the learner will have developed entry level competence in the career [illegible]s choice.

The career education idea book is aimed at the kindergarten through grade six level and is designed to give useful ideas to teachers in making career education a part of their program.

The book has been color coded for your convenience. The categories and their colors are as follows: Activities (white); film list (Blue), bulletin board ideas (pink), bibliography (green)) and index (yellow).

The white section has been divided into categories of activities such as self-image, family needs, economics, etc. Note that there are more numbers than activities for each category. This allows for the insertion of additional activities by individual teachers or other sources. Some samples of constructions needed to complete certain activities are included in the kit accompanying this tape.

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Each activity has a number, a title, any special materials needed, and the actual step-by-step procedure to carry out the activity. Although following the exact procedure described is one way to use the guide, it is hoped that the teacher will adapt each activity to fit his own situation. The purpose of the guide is intended to provide ideas for you, and to provoke ideas from you.

As the year progresses you may think of ideas and test them in your classroom. Located near the end of the activity section are several blanks. Tear one out, fill it in with your idea, and send it to Mr. Leroy Wallis, Career Education Specialist, Area II Office. Remember to use the pony.

The blue audio-visual resource section is divided into six areas. These are guidance and attitudes, language arts, mathematics, science and health, social studies, and the world of work.

Each area contains films, film strips, kits, overhead transparencies, records, slides, and study materials. All these materials can be ordered from the Educational Media Department of the Portland Public Schools. Some materials are old, but the message remains useful. No attempt has been made to describe the content of the materials listed, but a description can be found in the educational media catalogue. Check your library for additional aids.

The pink section of the idea book contains several ideas for classroom bulletin boards. These may provide a starting place for the teacher and the students to add their own ideas.

A three section bibliography is found in the green section of the idea book.

Section 1 deals with related books and pamphlets which are all presently available in the Curriculum Library.

Section 2 deals with free, inexpensive and relatively costly materials obtainable outside the district. These materials are categorized according to job titles. Addresses and costs for obtaining these materials are included.

Section 3 contains a list of titles for children's books dealing with careers.

The purpose of this book is to help you, the teacher, to do a more effective job of integrating career education into your daily activities. With this in mind, the index, colored yellow, ties the activities into appropriate parts of the existing curriculum. Notice that the numbers refer to the activities and not the pages where they are located.

Every child has a career in his future. The guidance provided by you, the teacher, will go far in determining the degree of satisfaction to be obtained from that career. The amount of satisfaction you gain in your teaching career through career teaching is directly related to the successful futures of the students entrusted to your care.

A kit is available through the Portland Schools area offices and the Oregon State Education Department, that will provide suggestions on how to use the Idea Book and suggestions for a teachers' workshop. The kit contains transparencies, a tape commentary, models of various activities, an outline for teachers' workshop and workshop goals.

ACTIVITIES

1. THE WHY OF CAREER EDUCATION - OVERVIEW

A. Goal: The learner will develop an awareness of the purpose for the study of Career Planning.

B. Objectives:

1. Career planning is understanding and accepting self.

2. To realize the satisfaction and self-fulfillment in work, understanding and accepting yourself, finding the careers which best meet your needs and value system.

3. The learner shall see career planning as more than simply matching job requirement to measurable human capacities and skills. He will see it as a more involved process that of exploring industries.

4. He will learn techniques of making vital choices and decisions.

5. To match the factors of the job, with the factors in the individual in order for the relationship of the occupation to the person to be a successful and satisfying one.

Vocabulary List

ability
affection
aptitude
attitude
avocation
behavior
business
company
compatability
compensation
cooperation
copyright
corporation
dependable
dexterity
emotional growth
employee
employer
experience
friendliness
fringe benefits
goals
guidance
guild
habits
hire
immature
interests
job
learning
loyalty
mature
Mental growth
occupation
patents
physical coordination
physical growth
product
profession
references
responsibility
salary
school
self confidence
self respect
skill
social growth
strength
task
technical
technician
time clock
training
union
unskilled
values
wages
weakness
whole person
willingness
work
world of work

SELF IMAGE

2. EVALUATING SELF (Grades 2-6)

A. Purpose: Self-evaluation of personal appearance.

B. Activity: Using a rating sheet, the learner evaluates himself. Suggested ratings: Above average, Average, Poor, In need of improvement.

1. Appearance -a) Care of clothing, b) Appropriateness of dress, c) Personal cleanliness, d) Posture, e) Hair grooming.
2. Physical condition a) General health, b) Ability to work hard, c) Condition of skin, d) Freedom from allergies, e) Freedom from unnecessary tension.

   Speech - a) Quality of voice, b) Articulation, c) Rate of speaking, d) Conversational skill.

Trait	Ratings

3. VIEW AND ANALYZING SELF (Grades 4-6)

A. Purpose: To enable the learner to view himself and see how others view him and analyzing my ability to get along with others.

B. Activity:

1. Rating. Using the words "Always", "Sometimes" or "Never" indicate how you believe others (your parents, teachers, friends) might rate you on the personal qualities listed.

Personal Qualities	Other's Rate	Self rating
Self Control:		
a. I am slow to anger		
b. I am considerate of others		
cc. I have a sense of humor		
d. I do not lose my head		
Cooperation in group work:		
a. I contribute ideas		
bb. I accept suggestions		
c. I am willing to compromise		
d. I do my share of the work		

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(continued)

Charitableness:

a. I am forgiving & forgetting
b. I look for good in others
c. I try to overlook the faults of others
d. I try to give constructive criticism

Avoiding conflicts:

a. I am cool-headed
b. I am always ready to start an arguement
c. I try not to arouse anger in others
d. I try not to fight

Analyzing my ability to get along with others.

According to the rating of others the following are my strongest traits. (Always)

a.
b.
c.
d.

According to the rating of others the following are my weakest traits (Never)

a.
b.
c.
d.

According to my own rating, the following are my strongest traits (Use numbering used for A&B for remaining catagories)

According to my own rating, the following are my weakest traits.

From all of the above rating, I believe I should work to improve the following personal qualities.

4. BECOMING AWARE OF SELF (Grade 4-6)

A. Purpose: To enable the learner to gain a better awareness of himself.

B. Activity: A self-appraisal inventory to be completed by the learner. Here you will find statements, things that people say about themselves. Read all of them carefully. Then place an "+" in front of the ones that you think are like you and a "-" in front of the ones that are not like you.

1. I think I will be successful in life.
2. I am too selfish
3. I think of myself as a person good in sports and athletics.
4. I worry about everything, even when I have no reason to worry.
5. I am happy.
6. I am always wondering what others think about me.
7. I am childish in many ways.
8. I am easy to get along with.
9. My feelings are easily hurt.
10. I am somewhat moody.
11. I am probably the best student in my class.
12. I do things without thinking about them first.
13. I can keep time to music
14. I have quite a few talents.
15. I think of myself as a good "school citizen"
16. At home, I am a general bother.
17. I have many friends.
18. I feel that I am in on family decisions.
19. It bothers me a little when I have to recite in front of a group.
20. I have an excellent sense of humor.
21. I always know for sure what is the right thing to do.
22. I am a happy-go-lucky kind of person.
23. I am popular.
24. I see little about myself that's outstanding.

(continued)

25. I have fewer friends than most boys and girls.
26. I get real pleasure out of making things with my hands.
27. I am confused most of the time.
28. Most people try to avoid me.
29. I have a great deal of confidence in myself.
30. I am really out of place at picnics and parties.
31. When I have a job to do, I get it done.
32. I wouldn't trade places with anybody in the world.
33. When I want something, I just sit and wish I had it, instead of going out and getting it.
34. I seldom worry, usually taking things as they come.
35. I carry grudges.
36. I generally look on the bright side of things.
37. My teachers like me.
38. I am at ease with other people.
39. I know I will live up to the things people expect of me.
40. I think I am above average in most respects.
41. I am a pretty stupid person.
42. Too often I let others make up my mind for me.
43. I am usually a leader in clubs.
44. I contribute little to team work.
45. I am useful to have around.
46. My personality is uninteresting.
47. I usually reach my goals.
48. At home, I co-operate with my parents and feel that I am a help to them.
49. I am fairly popular.
50. At picnics and parties I enjoy myself more than most people.
51. I am able to do many things well.
52. I "lose my head" easily.
53. Most of the time I am angry with myself.
54. I am a decent sort of person.
55. I have little confidence in myself.
56. I know I can always take care of myself.
57. The world is a decent place for me.
58. I feel at home wherever I am.

59. I think of myself as a person with no special talents.
60. I am only afraid of things when I have good reason to be afraid.
61. I am smart.
62. I lack self-control
63. I will go to a good deal of trouble to help someone else.
64. I think I have disappointed my parents in many ways.
65. I try to understand people and why they do things.
66. I can usually stick to my work until I have finished it.
67. I am even tempered.
68. I am pleased with the way my life is going.
69. Some teachers like me.
70. I am a bundle of nerves.
71. I am a person with little sense of humor.
72. I have no talent in sports or games.
73. I am so far from perfect, it's not even funny.
74. I am a poor student.
75. I make it hard for people to be friendly with me.
76. I have a lot of self-control.
77. I have little trouble getting started on the things I have to do.
78. I am able to make decisions.
79. I am always afraid someone is going to make fun of me.
80. I am easily discouraged.
81. I can take criticism without resentment.
82. I am not the person I would like to be.
83. I understand myself pretty well.

5. RATING INTEREST AREAS (Grades 3-6)

A. Purpose: Making the child aware of his strongest and weakest interest areas.

B. Activity: Using basic interest areas such as:

1) Outdoor activities. Those activities carried on outdoors (sports, hiking, fishing).

(continued)

2) Manual activities. Those which call for use of hands (working with tools, experiments).

3) Artistic activities. Activities which provide opportunity for self expression in writing, singing, playing an instrument.

4) Mental activities. Activities which require careful thinking and frequently calls for use of paper and pencil (solving puzzles, homework, stamp collecting).

5) Social activities. Those activities which requires contact with others (selling, youth groups).

Have child list his activities in each interest area by "Like", "Don't care", and "Dislike". Example:

Interest Area	Like	Don't Care	Dislike
Outdoor			
Etc.			

After completing chart have the child list which 2 areas contain most of his likes, dislikes, and which he didn't care about.

6. EVALUATING YOURSELF - I (Grades 4-6)

A. Purpose: For the child to be more aware of his attributes.

B. Activity: Complete the following check list:

What does my school work show?

____ I don't work as hard as I should.
____ I work better in school every year.
____ I work consistently.
____ I am persistent. (I keep trying.)
____ I carry out assignments.
____ I do more than is expected.
____ I do only what is expected.

_____ I waste a lot of time.
_____ I use my time wisely.
_____ I really like school but my work doesn't show it.
_____ I really like school and my work shows it.
_____ I really hate school and my work shows it.

What does my personal life show?
_____ I plan my time and use it wisely.
_____ I waste a great deal of time.
_____ I act about the same with both my family and friends.
_____ My friends find it easier to get along with me than my family does.
_____ I like to have lots of friends.
_____ I prefer just a few close friends.
_____ I enjoy being alone some of the time.
_____ I am not a leader of my group.
Some people do not like me because ______________________
____

List your good points and bad points: (list everything you can think of like talents, intelligence, appearance, etc.)

GOOD POINTS	BAD POINTS

Anne DeHaven, Vestal

7. EVALUATING YOURSELF - II (Grades 4-6)

A. Purpose: To gain more of an understanding about self.

B. Activity: Complete following questionnaire:

NAME ________________________

About my school work:
What subjects have I liked best in school?
In what subjects did I get the best grades?

(continued)

Did I get mainly D's, C's, B's or A's?

Are my grades different this year than last?

Yes____No____Why?________________________________

Do I complete assignments on time:

ALWAYS____USUALLY____SELDOM____

Do I study only for those subjects I like?

YES____SOMETIMES____NO____

Do I ask extra help in those subjects that are hard for me? YES____NO____

Have I ever volunteered to do extra assignments for something that interested me? YES____SOMETIMES__NO__

Have I wasted time in school as a usual practice?

YES____NO____

About my personal life:

Do I plan my time? (Or do I have to be reminded what to do?) YES____NO____SOMETIMES____

How do I spend most of my leisure time?

How much time do I waste?

How much time do I help out at home per day?

How much time do I watch T. V. per day?

Am I easy to get along with at home?

Am I popular in a large crowd?

Do I prefer to have just a few close friends?

Has anyone ever told me that he or she didn't like me?

Was it fair?

Do I hate to spend time alone?

Am I the one in the crowd who thinks of things to do, or do I tend to go along with the other people's ideas?

About my career:

What are the kinds of work I've ever thought about doing in my adult life?

Is there any one thing that these have in common? What? Check those things that I think are important in a career?

(continued)

making money______
doing interesting work______
working to help other people______
being my own boss______
being sure of my future______
knowing I've done a good job______
using all of my talents ______
having a good time ______

TAKE ONE MORE LOOK TO SEE THAT YOU HAVE BEEN COMPLETELY HONEST. DID YOU PUT DOWN WHAT YOU REALLY THOUGHT OR WHAT OTHERS SEEM TO THINK? Re-CHECK!

Anne DeHaven, Vestal

8. EMOTIONAL FEELINGS (Grades K-6)

A. Purpose:

1. Discuss with the children the difference between the kind of "feel" they learned about in studying the sense of touch and "feeling with the "heart". Encourage them to talk about things that make them happy, sad, giggly, thoughtful, angry, mean, etc. Discuss ways to control undesirable emotions.
2. Have the children draw a picture or write a paper entitled "Happiness Is."

9. RATING YOURSELF SOCIALLY (Grades 4-6)

A. Purpose: To become aware of an individual's social responsibility. To understand the importance of self control with regards to interpersonal relations.

B. Activity: Each student in room can rate their own measure of self control. They can then role play several situations:

1. Boss and employee discuss employee's chronic tardiness:

(continued)

a. Boss direct and authoritative.
b. Boss asks employee about possible solutions.
c. Boss fires employee after having secretary keep record but never warning employee.

2. Student truant from school. Parent, student, vice-principal or principal, all together.
a. Vice-principal understanding, parent pleading, youngster belligerent.
b. Vice-principal direct, authoritative.
c. Student acquiescent.
Discussions that follow each role playing should note how tone of the group was determined.

10. HEALTH HABITS FOR ONE WEEK (Grades 1-6)

A. Purpose: To make the child more aware of his health habits.

B. Activity: Make a work sheet listing the days of the week across the top of page and the various health habits listed at side of page. Example:

Health Habits	Mon.	Tues.	Wed.	Thurs.	Fri.	Sun.
Personal Cleanliness						
1.						
2.						
3.						
4.						
5.						
6.						
Personal appearance						
1.						
2.						
3.						
4.						
Proper rest & exercise						
1.						
2.						
3.						
4.						
5.						
6.						

(continued)

Proper diet

1.
2.
3.
4.

11. HEALTH FUN (Grades K-2)

A. Purpose: To learn the importance of a healthy body in addition to having a grasp of the skills in language arts and math, as well as a responsible attitude, when considering career success.

B. Activity: Cut a large circle from tagboard and divide it into segments (pie shaped) with felt pen. In each segment place a Health rule that could be applied to everyday hygiene and care at your particular grade level - for example: 1) brush teeth, 2) take a bath, 3) change into clean clothes, 4) wash face and hands, etc.
Place a tagboard spinner in center of circle and let one student spin it each morning. This student asks the "Health rule of the Day" to all the others in the classroom to see if they have followed it themselves.

Hilda Stitt - Lents

12. HEALTHY SUCCESS (Grades 4-6)

A. Purpose: To learn the importance of eating a healthy and balanced diet and choosing foods in relation to bodily needs and processes.

B. Activity: This is a follow up activity after students have been introduced to the major food groups and know their importance in contributing to a healthy body.
Invite a Dietician to speak to class about her occupation. She should be emphasizing how she plans balanced menus around the patients metabolic and

(continued)

physical need at the time as ordered by the physician. Each member of the class can plan a "pretend patient's" menu for one week within the boundaries of needs as well as a healthy and appetizing choice for the patient.

C. Variation: Girls in the class could make up the menus and boys (as patients) could check them (having given the girls their food class requirements).

O.L. Woodrum - Kennedy

13. GOOD GROOMING (Grades K-3)

A. Purpose: To make the children aware of the importance of good grooming to their health and to their relationship to others.

B. Materials: Handy-man mirrors; pictures from science book of germs.

C. Activities:

1. Have a discussion with the children pointing out the importance of good grooming to out appearance and to the way it makes others feel about us. Also bring out that cleanliness helps keep germs away and reduces the possibility of infections.
2. Have the children draw germ pictures what they think germs look like or do - and then show them science book pictures of germs.
3. Do a group picture chart of the things the children do to get neat and clean for school each day. Make sure they include the name of grooming tools in their list.
4. Display handy-man mirrors around the room with "This is Me" labels, in which the children can check on their appearance throughout the day.

14. RATING OUR WORK HABITS (Grade 1-3)

14. RATING OUR WORK HABITS (Grade 1-3)

A. Purpose: Self-Rating scale to evaluate work habits.

B. Activity: Learner evaluate himself
1. Attitude and effort
   - a) I begin work (promptly) Need prodding)
   - b) I make use of my time (good use) (need supervision
   - c) I meet responsibilities (promptly) (try to avoid)
2. Attendance
   - a) I am (Regular) (Prompt) (Tardy) (Absent often)
   - b) I make use of school health service (properly) (Never unless sent)
3. Class Objectives
   - a) For class work I am (Always prepared) (Usually) prepared) (Never prepared)
   - b) In make-up I (Plan for it) (Do it if told) (Make no effort)

15. RATING TRAITS IMPORTANT TO JOB (Grades 4-6)

A. Purpose: Self-appraisal of traits important to success on any job.

B. Activity:

	Rating				
Trait	Very High	Abv Av.	Av.	Bl Av.	Weak
1. Dependability					
2. Self-confidence					
3. Friendliness					
4. Cheerfulness					
5. Patience					
6. Ability to keep working under real difficulties					
7. Sense of humor					
8. Honesty					
9. Ability to make decisions quickly					

10. Responsibility
11. Loyalty to those for whom you work
12. Ability to sense other's feelings
13. Sincerity
14. Ambition to succeed
15. Courage to do the right thing, even if alone
16. Willingness to work hard
17. Ability to cooperate with others
18. Ability to become enthusiastic about your job
19. Willingness to consider other's viewpoints
20. Initiative--being a self starter
21. Courtesy
22. Ability to lead others
23. Ability to work without supervision
24. Promptness
25. Orderliness

16. HAPPINESS IS (Grades 4-6)

A. Purpose: The learner will develop an awareness of each individual's own unique pattern.

B. Activities:

1. Discuss value systems: Ask students what elements make a good life. (list on board). Ask students what common elements are not included in a good life.
2. Define basic needs and show hierarchy.
3. Discuss factors which are more important to recognize than abilities: Why people are happy in certain jobs? Why people are unhappy in jobs? Why people are absent from jobs.
4.

Why people are absent from jobs.

4. Discuss how we make choices: Whim? Evidence? Opinion of others? Chance? Knowing Alternatives.

17. WHY SOME PEOPLE ARE POOR (Grades 4-6)

A. Purpose: To discuss factors which cause people to be unemployed or employed in low-paying occupations.

B. Materials: None needed.

C. Activity: By discussion in class make a list of factors which make people unemployable. Make another list of factors which make people marginally e employable. Make a third list of conditions such as recession or depression, mechanization, etc., which hit the marginally employed especially hard.

18. CLASSMATE OF THE WEEK (Grades K-6)

A. Purpose: To help build a good self-image int the student. This is especially good for the slower students.

B. Activities: Let a child draw a name from a^th^ box. This child (whose name is drawn) becomes the classmate of the week. He, with the help of his teacher if necessary, writes a story about himself to share with the class. He can be given some special privileges such as choosing the story to be read to the class and/or choosing a game for the class to play. A classmate of the week bulletin board might be made with a portrait of the classmate and the story written about himself. The following week, this child draws the name from the box.

19. AESOP'S FABLES (Grades 1-6)

A. Purpose: To enable the child to relate these fables to themselves and working attitudes.

B. Materials: "The Grasshopper and the Ant"

C. Activities: Read the story and discuss who made something and who did not make something.

D. Variation: Dramatize your answers.

FAMILY NEEDS

40. THE HOME AND THE FAMILY (Grades 1-2)

A. Purpose: To understand why families sometimes choose between spending now and spending later.

B. Activity:

1. Read the fable of the "Grasshopper and the Ant". Have the class dramatize this Aesop Fable or make puppets to act out the story.
2. Make a list of things the children would like to get for their families on Christmas, birthdays, Father's Day, Mother's Day, or such occasions. Discuss the importance of wise choices and methods of saving for a gift.
3. Tell of experiences with the family where they had fun without spending money.
4. Plan a class party or activity which will require an absolute minimum of money or materials.

41. GOODS AND SERVICES (Grades 1-2)

A. Purpose: Families need money to buy goods and services.

B. Activity:

1. Read "The Brown Family", from Families at Work, (S R A Resource Unit, Grade 1) and discuss:
   a. Why does your father and mother go to work? (bring in goods and services)
   b. Why does a family need money? (bring up goods and services)
   c. When mother stays at home and keeps house does she help the family income?
2. Use pictures from student drawings or magazines to illustrate what goods and services families buy with their incomes.

(continued)

BEST COPY AVAILABLE

What Our Families Buy

Goods

Food	Clothing	Shelter	Toys

Services

Transportation	Education	Medical

3. Plan a party. Identify the goods and services that would be used in carrying out the party plan. Goods committees and services committees could be formed.

42. ALL FAMILIES NEED GOODS (Grades 1-2)

A. Purpose: All families must have food.

B. Activity:

1. Show pictures from a textbook or magazine where a family is eating a meal. Show pictures of a stone age family eating.
   Discuss:
   a. Difference in food
   b. Likeness of food
   c. Where our families get food today
   d. How families of long ago got food
   e. What things did they have to know
   Role Play a Stone Age family providing food for its members--hunging, fishing, picking berries and gathering edible plants.
   Dramatize a family of today getting food.
2. Plan a well balanced meal; combine with a health program.
3. Have an "Instant Pudding" party. Plan to get produce (prepare); and consume chocolate or vanilla instant pudding. Have children make it and serve it in small paper cups.

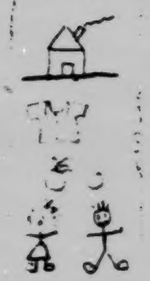
43. FAMILIES HAVE BASIC NEEDS (Grades 1-2)

A. **Purpose:** To make the child aware that families have some basic needs.

B. **Materials:** Doll, construction paper.

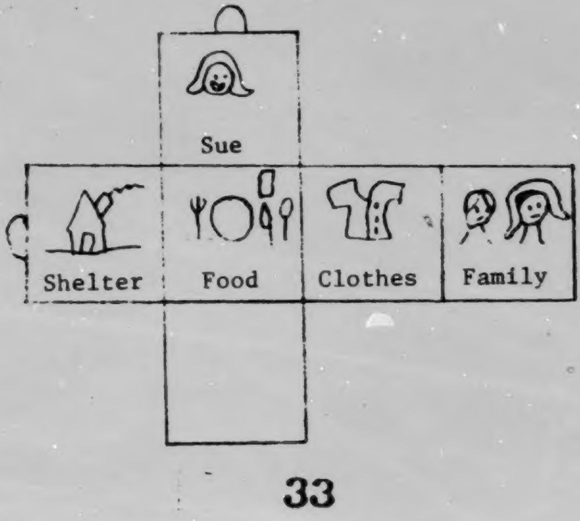
C. **Activities:**

1. Show the children a doll. Tell them that she has the earth to live on and air to breathe. Ask if she needs anything else. Develop need for food, shelter and clothing. Ask if she would be happy now. Develop need for friendship and a family.
2. Make a chart of the Basic Needs, illustrating each need.



We need:
House
Clothes
Food
Friends and Family

3. Construct Basic Need Blocks



44. HOME AND FAMILY (Grades 1-2)

A. Purpose: Recognizing that different families want different things.

B. Activity:

1. Each child can draw a picture of "My Home". Heavy construction paper should be used so that it can be a cover for booklet in following activity.
   Organize a booklet about "My Home" by discussing such topics as:
   My Family
   The Room I Like Best in My Home
   What My Family Needs All the Time
   Things My Family Would Like to Have
   Have each child draw a picture describing these aspects of his home.
   Discuss reasons why some families have or need larger homes than other families.
2. Encourage children to bring pictures or sample containers of "What I Like for Breakfast". Make a table setting or display of these. "Breakfasts" and let each child tell of his own likes and dislikes. Explain that each person has different "tastes or likes"- Apply this to style and color of houses- color of paper we choose for art work- Games we like to play- Clothes we wear.
3. Conduct a language arts lesson on tenses by developing a chart as indicated below. Use pictures to accompany the "want".

I wanted	I want	I will want

ECONOMICS

50. BARTERING (Grades 4-6)

A. Purpose: To develop the concept that in the early days of our country and in many underdeveloped countries today goods were traded for other goods or services without the use of money; to understand why merchants were often called traders; to discuss the fact that even today some people bring a few dozen extra eggs to the store and trade for groceries they do not produce.

B. Materials: Classroom desks.

C. Activity:
1. Have a classroom trade fair. Allow children to bring items they no longer want or need to class where they will display them on their desk. They may make or accept offers to trade their goods to others for something they want. No money may be used.
2. Through role playing have children illustrate the disadvantages of bartering system through money and banking procedures, working for wages. Discussing differences between early barter economy and money economy.

Leone Anders, Vestal

51. BUSINESS EXCHANGE (Grades 2-4)

A. Purpose:
1. To gain an awareness of the dependence of one business on another for the flowing of goods and services.
2. To compare and contrast the methods goods were obtained in the past and how they are obtained now.

B. Activity: Read the story "Pelle's New Suit" - discuss how the processing of the suit was done by individual people in neighborhood - (specialization). How co these methods of obtaining suit compare with todays? After discussion make a

51. (continued)

mural or individual pictures tracing the story of a suit today - cotton farm, textile mill, shirt factory, wholesaler, store, customer. Emphasize type of work done by each business, skills required, and division of labor. Consider quality as well as quantity in comparison with suits made in the past.

52. CHECKING ACCOUNTS (Grades 5 & 6)

A. Purpose: To develop an understanding of the skills involved in a checking account.

B. Materials: Paper, pencil, pen. Blank deposit slips, checks, statements. Contact bank, for information and materials.

C. Activities:
1. Set up teller window.
2. Visit a bank
3. Fill in forms.
4. Learn terms related to a checking account.

D. Correlation: Math, Marketing, Social Studies

Dick Miller, Lent

53. CAREERS DEPENDENT ON NATURE (Grades 4-6)

A. Purpose: The learner will discover that a raw material from nature is responsible for a large chain of occupations. He will also become more concerned with ecology, and the dependence we all have on our natural resources.

B. Materials: No special materials required.

C. Activity: Let each student select a natural resource, such as coal, oil, tree, limestone, copper, salt, granite, etc. Through research, he can find a large variety of finished products made from the resource, and the various occupations that are dependent upon it.

53. (continued)

D. Variation: The student could list the finished products and the occupations that would be eliminated if a particular resource were no longer available.

54. BEGINNING TO END OF A FINISHED PRODUCT (Grades 5 & 6)

A. Purpose: To name all the jobs in a given industry that went to make the object.

B. Materials: Writing materials, pictures from magazines to illustrate. Materials from chosen industry.

C. Activities:
1. List all jobs that men and women do to make the product.
2. Write a description of job.
3. Use speakers
4. Set up display of product in stages
5. Develop a time line

D. Correlation: Social studies introduce Oregon Cluster concept.

55. THE GOVERNMENT AS A PRODUCER (Grades 5-6)

A. Purpose: To be introduced to a government's tax system. To understand that the government is a business too.

B. Activity:
1. For a bulletin board or chart make pictures of the people the government must pay and the materials it must purchase with tax money. Discuss and see how many more things they can add.
2. Take the class for a tax walk. Observe goods and services that families buy together, streets, policemen, soldiers, bridges, schools, parks, zoos. On return from the walk discuss why families buy some of these things together.

55. (continued)

3. Play the following game: "I'm thinking of army tanks." Do families buy these by themselves or together? Children respond, "Together" or "By themselves."

56. GOVERNMENT RESOURCES (Grades 4-6)

A. Purpose: To gain an awareness of government services and the decision of taxing that must be decided by the people using these services.

B. Activity:

1. Construct a table-top model (with drawings or with paper cut-outs) of your city or community. Locate the various schools, playgrounds, streets, stop lights, fire and police cars provided by government.
2. Using above activity, have the children substitute parks, school yards, streets, zoos, stadiums, or other government services in place of what is already in the model. The teacher should stress the problems that will arise when homes and businesses need to be removed. The cost of lost taxes should also be mentioned.
3. Ask several students tollook at the price statement on the gasoline pump at their local station.

Gasoline	24¢
State Tax	4¢
Federal Tax	6¢
Total	34¢

Discuss what the above figures mean in terms of private and government spending for goods and services.

57. CHANGING TIMES ON AMERICA'S FARMS (Grade 5)

A. Purpose: To acquaint the learner with the changes that have taken place on American farms for Colonial times to present.

B. Materials: No special materials needed.

57. (continued)

C. Activitime: Divide class into several groups. Have one group study farming as done by early colonists. Have one group study farming after the invention of the steel plow. Have one group study farming after the invention of the tractor. Have one group study life on a modern farm with combines, seed drills, etc. Compare size of early farms and modern farms. Find out what changes in manpower requirements took place as new inventions were defeloped. Discuss how this could have had a bearing on the size of the farm families. If possible, find out how many people one farmer could feed in colonial times as compared with he modern farmer. Bring in scientific methods used by today's farmers.

58. RAISING VEGETABLES (Grades K-6)

A. Purpose: Today there are students in our classes who have never seen vegetables growing. Living plants and animals arouse a natural interest in children, and stimulate them to ask any number of questions to satisfy their curiosity. A number of careers are needed to furnish the consumer with vegetables for his table, whether fresh, dried, frozen, or in cans.

B. Materials: #10 cans, soil, seeds, fertilizer, water, sand.

C. Activity: A large variety of vegetables can be planted and successfully grown in the classroom. The seed packets will provide information as to the type of soil needed. Sand should be mixed with the soil for some varieties of vegetables.

D. Variation: If desired, the growing conditions could be varied with like plants, to show the effect of sunlight, soil, water, temperature, etc. Visit a Truck Farm or Farmer's Market. Have a producer talk to class.

59. HOW FARMING IS CHANGING (Grades K-6)

A. Purpose: To make the children aware of the changes that have taken place in farming and are still taking place.

B. Activities:

1. Have a class discussion and list the various types of farms the children have seen, read, or heard about. Then list the jobs that farm helpers do.
2. Discuss farming in the pioneer days and how it has changed since.
3. Then, have a discussion of how farming may change in the future. Include in the discussion farming the bottom of the ocean and in outer space.

C. Evaluation: Write an experience chart or charts as a wrap-up of the discussion. This permits evaluation of the class as a whole.

C. E. Miller - Kelly

60. OCCUPATIONS WHICH BUILT AMERICA (Grade 5)

A. Purpose: To acquaint learners with occupations which were instrumental in building the early colonies and moving the frontiers west after independence.

B. Materials: None needed.

C. Activities: Research various early occupations such as blacksmith, railroad builders, steamboat workers, stagecoach drivers, etc. Presentation of research information could take the form of original dramas, oral reports, tape recorder drama, etc. Encourage the learners to make an in-depth study. If possible, a comparison could be made with the modern occupations which evolved from the early occupations. For instance, the teamster of early America has evolved into the truck driver of today. Hardships and working conditions of early American occupations should be stressed.

61. THE HISTORY OF AN INVENTION (Grades 4-6)

A. Purpose: To make learner aware of potential wealth that can be generated from a single invention or discovery; try to determine what makes an invention successful while others fail.

B. Materials: No special materials needed.

C. Activity: List several great inventions such as the airplane, telephone, vulcanization of rubber, automobile, etc. Have the learners research one invention each. After completing research, have each learner write a story where they pretend the invention is talking. In the story the invention traces its own development from inception to modern days.

62. INVENTIONS (Grades 3-6)

A. Purpose: To induce thinking on the part of the learner as to why products are invented; to assess the chances for an invention's success; to determine who will buy a new product; to determine what materials are needed for a particular new invention; to determine how much labor will be required to produce a new product and how much will be made with machines.

B. Material: Copies of Popular Science, Popular Mechanics, Mechanics Illustrated, McCalls, Ladies Home Journal, etc.

C. Activities: Select a new product from the pages of one of the magazines. Predict who would use the product. What type of jobs would be required to produce the product? Is the potential market large enough to assure the success of the product? Will this product lead to a large new industry or will this product be produced in existing companies. What is the new product made of and what are these materials available near the place of production?

63. THE POWER OF ADVERTISING (Grades 4-6)

A. Purpose: All of us are exposed to advertising almost continuously. How effective is advertising? How many kinds of advertising are we familiar with? What careers are available in advertising? The learner will become more aware of the effect of advertising, and learn to discriminate between honest and slanted advertising, with some critical examination of it.

B. Materials: Examples of advertising as varied as possible. T.V., magazines, newspapers.

C. Activity: Along with a study of advertising, the learners could carry out an advertising campaign of their own to sell the school lunch, make spelling or math popular, etc. A before and after poll can be taken to measure the success of an advertising campaign. Let the students make a list of advertising they feel is harmful to the general public, such as ads for tobacco, liquor, etc.

64. ADVERTISEMENTS (Grades 2-6)

A. Purpose: To familiarize the child with the field of advertising; and to help develop his oral language skills.

B. Materials: Pictures of advertised products cut from magazines or empty containers of food or some other products; tape recorder.

C. Activities:

1. Ask two or three children to name a favorite television commercial. Then ask one or two children to name a product which sounded so good it made them want it when they heard an announcer talk about it. Let several children name something they would like to have that they have heard an announcer talk about or have seen in magazines or newspapers. Say: "What are some things the announcers say about products?" Allow time for them to name as many things as they can think of.

64. (continued)

Say: "What is the word we use for telling about products so that we make other people want to buy them? We call this advertising." Let children say the word with you in unison. Say: "Where are some places we find products advertised?" (in magazines, on radio, on T.V., in newspapers, and on big signs along the highway and in towns.) Say: "Why are products advertised?" Accept their ideas and add any help needed for a clear understanding of what advertising a bar of soap. What are some things we could say about it to tell others what it is like and to make them want to buy our product?" Let children make four or five sentences about it.

2. Give each child a picutre of an advertised product cut from a magazine or an empty container of food or some other product. Ask each one to pretend he is an announcer on television or radio and say at least three sentences to advertise his product. Use tape recorder so the children can listen to themselves. Emphasize that announcers must speak clearly and distinctly. Praise clarity and unusual ideas.

65. MEASUREMENT APPLICATION (Grades 4-6)

A. Purpose: Extension of concepts and processes learned in 3rd grade measurement place value, basics of Algebra, Geometry, Roman numerals, time.

B. Activity: Store project - selling, making change, using cash register, stocking shelves, marking prices. Plan a trip involving as much measurement as practical. 1) Mileage 2) Expenses 3) Budgeting

Marysville Staff

66. COMPARING CONTAINER VALUES (Grades 4-6)

A. Purpose: The learner will become aware of capacity differences in various commercial containers and compute prices per unit.

B. Materials: Tin cans, boxes, baskets, jars, etc., of various sizes and shapes.

66. (continued)

C. Activity: Learners will compute prices per unit in a variety of containers which are priced by the teacher to find the best value.

67. MONEY AS EXCHANGE (Grades 2-4)

A. Purpose: To understand the importance of money in trade and industry (working with values).

B. Activity: Display coins. An arithmetic lesson can be incorporated into this display.
1. How many pennies are worth a nickel?
2. How many nickels are work a half dollar?, etc.
Draw circle charts. Place a penny, nickel, dime, quarter, etc., in the center of each chart. On the circumference of the circle cut or draw those things that each coin would buy. Point out that the barter system would lwt people trade within each circle but would be more difficult from circle to circle.
Read the story "The Tuba Factory". Discuss the importance of money as a medium of exchange.

68. FLEA MARKET (Grades 4-6)

A. Purpose: To give experience in selling items for money; to give learners a chance to describe their wares for potential customers.

B. Materials: Desks for display of goods.

C. Activity: Allow learners to bring items to school which they no longer need or want. Each becomes a merchant. Allow one minute for each merchant to describe his goods and tell the cost. Allow now article to be priced higher than 25 cents. Allow 30 minutes to roam around the room making purchases.

69. LUNCH TICKET SALE (Grades 1-6)

A. Purpose: The child will be able to make change.

B. Activity: Two different children each morning have a tablet, pencils, and box setting up a station just inside the door to collect lunch money. They write names, amount, count change. They write information such as Room No., Section, Adults (priced

69. (continued)

differently) and adding free lunches. By multiplying they check their own accuracy. The whole class then observes the multiplication problems on the board and checks it aloud together.

Cleo Madden - Scott

70. WORKING IN A SERVICE STATION (Grades K-4)

A. Purpose: The child will be able to make change such as one would if he were working in a service station.

B. Materials: Play money.

C. Activity:

1. Take field trip to gas station near school.
2. Discuss, for one, the fact that the customer will have to be paid change if he does not have the correct amount to pay for gas.
3. In the classroom, use play money to practice making change.

Gerry Ogle - Kennedy

71. MATHEMATIC STORE (Grade 1-4)

A. Purpose: To help the children learn the names and the value of the coins and how to make simple change.

B. Materials: Colored construction paper cut into cards 4" x 6"; magazines.

C. Activities: Have the children look in magazines for pictures of food items. Paste the items on the cards and label each with a price. Arrange the cards in a reading pocket chart and name your imaginary store. Using play money, have the children go to the store to buy items. Choose one child to be the "grocer" and take their money and give them their change.

72. A PLAY STORE (Grades [illegible])

A. Purpose: To give learners opportunities to practice basic arithmetic skills while learning about retail marketing occupations and consumer knowledge.

B. Materials: Shelves (bookcase), counters (tables), and a check-out stand (another table). Ninety-nine items priced from $.01 to $1.00. (Empty cans, boxes, bottles, jars, etc.). Play money or check books.

C. Activity: Learners can take turns running the store and purchasing items. Refunds can be given.

73. GRAPHING STATISTICS (Grades 4-6)

A. Purpose: Statistics are graphed by learners, as well as by many businesses, industries, and government agencies, to make meaningful comparisons, and to show trends.

B. Materials: Graph paper for line graphs, compasses for circular graphs.

C. Activity: The suudents can be taught to keep records of their work in spelling, math, and almost any activity in graph form. The student will be more aware of his study habits, and will see trends in the effectiveness of his time spent in preparation. Examples of graphs can be found in newspapers, magazines, textbooks, etc.

D. Variation: The student can be made responsible for keeping records in graph form of all his daily work as an alternate to the teacher entering grades in a grade book.

JOB CHARACTERISTICS

80. THERE IS HONOR IN WORK (Grades K-3)

A. Purpose: To have each child be aware that the job his dad or mom does is essential, honorable and contributes in a very real way to the common good of all in the community and the nation.

B. Activities:

1. Have the children draw pictures of their parents doing the jobs they do away from home or at home.
2. Show and tell about each picture discussing the contributions each occupation makes to the common good of the community. The following questions might be presented: 1) Could the community do without the skill? 2)Does the occupation deal with goods or services? 3) What would happen if the parent did not do this job?

C. Related Materials:

Films:

"What do Fathers Do?"
"Mothers care for the Family"
"Night Community Helpers"
"We Want Goods and Services"

Books:

Where are the Mothers?
Marino, Dorothy
Daddies: What They Do
Puner, Helen Walker
Father's at Work
Radlaver, Ruth Shaw

Helen King - Foster

81. ALL JOBS ARE IMPORTANT (Grade 1-6)

A. Purpose: Children must learn to understand that work of all people is important.

B. Activity:

1. List in order of importance (as you see it) the following jobs: stenographer, postal clerk, truck driver, refuse collector, bus driver, typist, credit manager, electrician, plumber, heavy equipment operator. What measures did you use in trying to rank them.

81. (continued)

2. Organize a debate about the merits of (assume equal qualifications) bus driver vs. truck driver, airline hostess vs. nurse, teacher vs. policeman.

82. WHAT DO PARENTS DO? (Grade K-3)

A. Purpose: To make learner aware of the different jobs "parents" do to earn a living.

B. Materials: Contact Mr. Wallis, Area II, for slide projector and sound track of What Do Daddies Do.

C. Activities:
1. Children make own "slide show" of what "parents" do.
2. Invite parents into the class to talk to the children.

Scott & Zanders - Clark

83. WHAT'S IN A JOB? (Grades 4-6)

A. Purpose: To make the learner aware of the factors which affect a job and an employee.

B. Activity: Have the learner select a job and investigate the following through interviews and reading:
1. Upon what basis is one paid - pure work, profits, commission, salary?
2. Is income irregular or steady?
3. What is the life-time earning (compare with others in class)?
4. What external influences affect this job (weather, fad, season, etc.)?
5. At what point is the income likely to begin? How fast will it increase? What is the highest salary?
6. What are some indirect financial rewards (living quarters, food, bonuses, discounts, free services)?

7. TELL ME WHY (Grades 1-3)

A. Purpose: To stimulate thought in the learner about work and economics.

B. Activities: Ask the children if they can think of good answers to the following questions:

1. Why does your mother wash clothes?
2. Why does a father work?
3. Why do we need money?
4. Why do people eat?
5. Why do children have to go to school?
6. Why do we have hospitals?
7. Why do children need plenty of sleep?
8. Why do we have cars?
9. Why do cities need policeman?
10. Why do schools have rules?

88. DOES HE WORK INDOORS OR OUTDOORS? (Grades 1-3)

A. Purpose: To make the children aware that in some occupations the person works outdoors while in others he works indoors.

B. Activities: Name an occupation and let the children decide if that person works outdoors or indoors or both. His answer should be given in a complete sentence such as:

A dentist does his work indoors.
A baseball player does his work outdoors.
A carpenter works both indoors and outdoors.

89. LETTER OF APPLICATION (Grades 4-6)

A. Purpose: To give learner experience in assessing his personal habits and attitudes and interests; to be able to emphasize his strengths for an employer.

B. Materials: Pen and paper.

C. Activity: Have learner apply for a room job or a hypothetical job. He should tell which characteristics he possesses which would be valuable in the position being applied for.

84. AWARENESS OF PARENT'S JOB (Grades 4-6)

A. Purpose: The learners will develop an awareness of a variety of jobs within the job clusters and relationship between school and work.

B. Activity:
1. List jobs of mothers and fathers
2. Place in job clusters
3. Discuss requirements, qualifications, etc.
4. Each student present some specific problem which might be encountered in a selected job and tell how they might solve it.

Elmae Mullin - Marysville

85. DIVISION OF LABOR AT SCHOOL (Grades K-6)

A. Purpose: To make the child aware that different jobs require different skills.

B. Activities:
1. Invite various school helpers (nurses, principal, cook, custodian, etc.) and ask them to inform the class of their various duties. A chart may be made to emphasize the different tasks.
2. Have students observe school helpers in action and report.

86. TIMEKEEPER (Grades 3-6)

A. Purpose: To make the learner aware that he must be accountable for his time when he is an employee.

B. Materials: Standard ditto time sheets.

C. Activity: When a person has been elected to perform a room job, he puts his name and job on a time sheet. He then gives the sheet to the class timekeeper. When he is ready to perform his class job, he checks in with the timekeeper, who notes time, date, etc. When task is completed he checks out with timekeeper. Each week timekeeper reports number of minutes each employee has spent doing his job.

90. A JOB APPLICATION (Grades 4-6)

A. Purpose: To enable learner to examine and fill out a basic job application as accurately as possible.

B. Activity:

1. Have students fill out application.
2. Conduct interviews in classroom as realistically as possible.

PLEASE PRINT

____ Phone No.__________
Last name First Middle

____ Presently employed______
Address City State Zip

______________________________ Height________ Weight__________
Social Security No.

What type of job are you applying for?____________________
Do you own a car?______ Do you have a drivers license?______
Would you move if the new job called for this?____________
Where would you prefer to move?__________________________
Do you like traveling?____________________________________
Have you ever been arrested?________ If yes, please explain:____
____

Check schooling completed:

K through 10 _______
High School _______
High School & some college_______
Trade or business college_______
College, with degree _______
More than 4 rs. college_______

Check your skills:

Typing ________
Shorthand________
Keypunch________
Computer________
Switchboard________
Bookkeeping________
Filing ________
Sales ________
Plumber ________
Waitress________
Cashier________
Driving________
Lifeguard______
First Aid______
Mechanic ______
Receptionist____
Carpenter______
Electrician____
Janitor ______
Machine Opr.____

List your previous jobs and what you did in them:
1.____
2.____
3.____
4.____
What are your other qualifications?________________
____
List two references: (give name and complete address)
1.____
2.____

Use with 115 & 157. Anne DeHaven, Vestal

Variation: Require an application blank, filled out completely, from each student desiring a room chore. Room personnel director would hire employees on basis of applications.

91. SOCIAL SECURITY CARD APPLICATION (Grades 5 & 6)

A. **Purpose:** To explain why and how a social security card is important.

B. **Materials:** Obtain application forms from Post Office.

C. **Activities:**
1. Fill out and mail forms.
2. Have a speaker come to tell the class about social security benefits.

Art Turk, Marysville

92. JOB STUDY (Grades 4-6)

A. **Purpose:** To make the child aware of the varied aspects of a job.

B. **Activity:** Choose an occupation for study. Answer the questions about this occupation.

STUDY OF AN OCCUPATION

N

Occupation: ______________________

1. What are the duties of a worker in the occupation:
2. Who should be interested in the occupation?
3. Where are the greatest opportunities for employment to be found?
4. Does it promise steady employment?
5. What level of skill is required?
6. Is the work dangerous?
7. What are the minimum and maximum wages?
8. What program of training or what education beyond high school is required to prepare for the job?
9. Must the worker be able to associate and get along well with others?
10. Will he be responsible for the work of others?
11. Will he be called on to make decisions?
12. Does the task require great physical stamina?
13. What are the opportunities for advancement?
14. What are the advantages to be found in this work?
15. What are the disadvantages?

93. INTERVIEW LOCAL NEWSPAPER DEALER (Grades 3-6)

A. Purpose: To interview an employer who hires youths of 10 years and older.

B. Materials: None needed.

C. Activity: Have a student interview an employer of youths to find out what he looks for in a worker. Find out what problems he faces due to poor work by his carriers.

94. FUTURE CAREER (Grade 4-6)

A. Purpose: The student relates his present activities in and out of school to what he or she might like to do when they are adults.

B. Materials: Writing material

C. Activities: Each child stated what he'd like to be doing in 10 years and what he thought he should do to prepare for it. Then the others offered additional suggestions. We did this with each child, giving all an opportunity to name his future job and/or offer suggestions for preparation to others.

Variations:
How people in Oregon make a living.
How people in US make a living.
How people in pioneer days made a living.
How people in South America make a living.

Miss Heisler,
Harvey Scott

LOTS'n LOTS OF JOBS

100. INCOME AND EMPLOYMENT (Grades 1-2)

A. Purpose: To understand the relationship between income and skills in employment.

B. Activity:

1. Read a number of "I Want to Be..." books to the class.
   (I Want to Be: a baseball player, teacher, doctor, pilot, mechanic, space pilot.)
   Compare the jobs in respect to--
      Age requirements and limits.
      Physical skills or talents.
      Education required.
      Danger or glamour of job.
      Numbers who can be employed.
   Rank these and other jobs with which the children are familiar, according to the pay they offer. (high, medium, low). List reasons why one job pays more than another. Discuss what they will do to prepare themselves for the jobs they want.
2. Businesses and government employ workers who can produce the goods/or services/that people buy from them. Prepare a mural such as the following one which relates the type of business to the kinds of workers it seeks.

Ranch--
Cowboy

Factory--
Watchman

Hospital--
Doctor

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101. BICYCLE SAFETY (Grades 1-6)

A. Purpose: To give the learners an understanding of the importance of safe equipment and observing safety rules for their protection.

B. Materials: Bicycles belonging to the members of your class.

C. Activity: Allow the class to choose a bicycle safety engineer and a traffic safety engineer. Using competant adult help, hold a bicycle safety inspection for the bicycles owned by your students. Allow the students to help. Use a "safety check form" made by the class. Allow the class to write traffic safety rules. Duplicate the rules so that all students have a copy. Let the traffic safety engineer make periodic reports to the class on the success or failure of the observance of the rules.

102. CAREERS FROM START TO FINISH (Grades 4-6)

A. Purpose: The learner will discover the occupations involved in the many steps a raw material goes through before it is ready to sell to the consumer.

B. Materials: A newspaper and a box of ready to eat cereal.

C. Activity: The students will find the current price of the grain used in the cereal. This is found in the "commodities" section in the newspaper, and priced by the ton. From this price a computation is made of the initial cost of the grain in the cereal box. The students will now do some research to discover why there is such an increase between the original cost and the final selling price. The students will discover many occupations involved in this process.

(continued)

D. Variation: A similar exercise can be done with any number of raw materials and finished products, such as the cost of steel and a pair of pliers, or the cost of clay and a set of china.

103. A CLASS SAFETY ENGINEER (Grades 4-6)

A. Purpose: An important career in industrial plants, logging operations, and other work where hazards are inherent, is the safety engineer. His job is two-fold; he continuously inspects the working conditions for safety hazards, and he carries on an education program on safety for the workers. Every accident that is prevented by his work saves the company and the worker time and money.

B. Materials: Many companies and government agencies print pamphlets on safety for almost any hazardous occupation. Example: State Industrial Accident Commission - Safer Oregon.

C. Activity: Let the class make a list of careers where safety hazards are involved. Let a class "safety engineer" work to keep your room a safe place for the students. Accidents with the paper cutter, electrical shocks, slips, and falls, etc., can be eliminated or reduced with a safety conscious class.

104. PERSONNEL MANAGEMENT (Grades 4-6)

A. Purpose: A career in personnel work involves getting to know people's capabilities, interests, skills, dislikes, etc., and helps the employer match workers to jobs they will be comfortable in. The learner will become aware of the work of the personnel manager,

(continued)

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and how people are tested and interviewed for placement in a career.

B. __Materials:__ None needed.

C. __Activity:__ Let the class use the personnel management concept for organizing individuals and committees for a large class project in a subject area. A personnel manager or committee can give tests and interviews to pick the workers to complete the task, which should involve many different kinds of work. Organization, art, writing, printing, research, display, advertising, record keeping, photography, can all enter into a large class project.

D. __Variation:__ Use with 90.

105. INSPECTORS AND INSPECTIONS (Grades 3-6)

A. __Purpose:__ A great many careers are based on the need for inspecting products for safety, for health, and for quality standards. Government inspectors keep a close check on meats, dairy products, and prepared foods. Safety inspectors carefully check machinery. Traffic policemen give safety checks to automobiles, and even your bikes. Inspectors check manufactured products on the assembly line for quality control. Building inspectors protect us from unsafe and shoddy building practices.

B. __Materials:__ None needed.

C. __Activity:__ Inspections in the class room are made every time a student corrects his own or another students paper for spelling, arithmetic, and etc. mistakes. An appreciation for careful, accurate inspections will be acquired by the student as he becomes aware of the importance of this very necessary career. The fire marshall, when making his annual inspection of the school

(continued)

building, is usually very willing to give a class some valuable information about the importance of his job.
People are inspected, too. When the nurse or teacher checks eyes, when the doctor gives a physical, when the dentist checks teeth, we are having people inspections.

106. HOW TO BE A GOOD SALESMAN (Grades 4-5)

A. Purpose: To make the child aware of the qualities necessary to be a salesman.

B. Materials: Films - "Think Tall, Sell Up to Quality" and "You've Sold Me, Mrs. Marcowe".

C. Activities: Before films, list qualities of a good salesman. Repeat after films or add to list. Role playing in groups of 2 or 3; make one child salesman, others buyers.

Charles Kuust, Vestal

107. APPRAISORS (Grades 4-6)

A. Purpose: The learner will become acquainted with careers based on the need for values to be given to things. When a house is sold, or when a car is traded for a new one, an appraisal must be made to set a value on the house or car. When a teacher grades a paper, an appraisal is made. When a coach picks a starting team, an appraisal is being made. Whenever we make a purchase in a store we make an appraisal of the merchandise we buy. We all make many appraisals every day, and time usually tells us whether our appraisal was accurate or faulty.

(continued)

B. Materials: Art work, themes, essays, [illegible], preferably anonymous.

C. Activity: The class can practice the art of appraisal by rating or grading papers read by the teacher. It is preferred to leave personalities out of this exercise.
An appraisal of the students own work can be very helpful to him, but this should also be a private matter between teacher and student.

108. TEACHERS FOR A DAY (Grades 2-6)

A. Purpose: To foster individual responsibility and organization along with experiences in methods of communication.

B. Activity: Individual students (or several) volunteer to teach one subject for a day. Within the subject area they will have a general concept to present, (especially at the lower grade levels) but must plan their own introduction, use of audio-visual materials, work assignments-a means of presentation that will provide for class involvement as well as evaluation. The teacher acts as a guide to their ideas, during planning periods, prior to presentation day - not as a promoter of her own. Encouragement should be given to use as many medias of communication as possible throughout the day. At the close of the school day the class can discuss and evaluate the results.

109. PUBLIC SPEAKING (Grades K-6)

A. Purpose: Many careers in business and in politics require the ability to make a speech. Many responsible citizens, aside from their occupations, have a need for occasional public speaking to present a view to an audience.

(continued)

B. Materials: None required. May use puppets, microphone, podium.

C. Activity: The learner will develop skills in speaking before a group only by doing it. Self confidence can be gained in this area if the learners will play the roles of people in various careers, rather than playing himself. Debates, mock trials, labor arbitration, etc. can be used as settings for speaking.

D. Variation: See 108

110. ENVIRONMENTAL CONTROL (Grades 3-6)

A. Purpose: The workers involved with environmental control such as the heating, air conditioning, filtering, lighting, etc., must consider many factors when designing units to fit the needs of people. Careers in this area are interesting and varied.

B. Materials: Thermometer

C. Activity: Using a good thermometer to record the temperature in your classroom we can make a simple test to show the effect of lights, bodies, and exercise on the temperature of your room. Place the thermometer in the center of the room. Hold the class in the hall or in another room before entering your room in the morning. Do not turn on the lights before you all enter together. Read the thermometer as the whole class enters your room. Turn on the lights, allow the students to do calisthenics, and after ten minutes, read the thermometer again. The temperature should rise at least ten degrees. Discuss the reasons for the rise in temperature.

John Eide-Scott

111. FILING, AND KEEPING THINGS IN ORDER (Grades K-6)

A. Purpose: People in many careers have the responsibility of keeping things where they and others can rapidly find them. Some careers are entirely devoted to this purpose. Stock clerks and filing clerks devote their time to these tasks. Some of the systems developed for this purpose are extremely complicated. Part of a learners job in school and at home is to keep order. Early training in this area will carry over into a future career.

B. Materials: Indexed notebooks, containers for school supplies, some sense of order in storing playground equipment, books, classroom supplies, etc.

C. Activity: The class will learn how filing systems work in business and industry, how stock clerks locate a part in a warehouse containing millions of items. A discussion of how mother "files" dishes, silverware, clean clothes, etc., and how the student "files" his dirty clothes, toys, etc. Develop "systems" in keeping order in the classroom, in students' desks, and in students' notebooks.

112. SERVICES AND GOODS (Grades K-2)

A. Purpose: The learner will be able to determine which jobs are services and which are working with goods.

B. Materials: Cards from Peabody Lang. Dev. Kit; pictures drawn by children showing their parents at work; hats, caps, or parts of uniforms; tools used by workers.

C. Activity: Arrange a group of picture cards (or items) so both good and services are represented. After a series of lessons on goods and services, the child will sort our all the cards

(continued)

that show services.

DeLoris Lew - Kelly

D. Variation: See 51

113. HATS OF THE TRADE (Grades K-3)

A. Purpose: Many specialized occupations are given to wearing clothing or head gear that makes them stand apart from others. Learners will become more aware of career differences by becoming aware of this fact.

B. Materials: Many caps and hats that are commonly worn by workers in specialized occupations.

C. Activity: Allow your students to identify the occupation associated with the head gear.

D. Variation: Pictures can be used as an alternate to a collection of hats. Articles of clothing other than hats can identify an occupation.

114. CAREERS AND "DRESS CODES" (Grades K-6)

A. Purpose: People in various careers and occupations dress differently individually, but have similarity as to style and type of clothing. There are various reasons for wearing a certain kind of clothing, or trying to create a definite image in most careers. Practicality, making a good impression, safety reasons, protection from weather or working environments, are some of the reasons why people dress with similarity when they share the same occupation.

B. Materials: None needed.

(continued)

C. Activity: After a study is made of dress and grooming in various careers, the students could analyze their own needs, preferences, and reasons to dress and groom as they do or don't in their own careers as students. (and perhaps as teachers)

115. HOW MANY JOBS DO I KNOW? (Grades 3-6)

A. Purpose: To make the child aware of the variety of jobs available in various fields.

B. Activity: Have children name five occupations in each of four of the following:"

1. Mechanical and repair occupations
2. Clerical
3. Sales
4. Food service
5. Construction
6. Agriculture
7. Arts
8. Health occupations
9. Banking
10. Wood products

116. SIMILARITIES AND DIFFERENCES IN OCCUPATIONS
(Grades 2-6)

A. Purpose: To make the children aware that although occupations are different from one another, they may still have similarities.

B. Activities: Ask the children questions similar to these concerning two different occupations.
How are a medical doctor and a dentist different?
How are they alike?
How are a teacher and a nurse different?
How are they alike?
How are a medical doctor and a veterinarian different?
How are they alike?
How are a druggist and a medical doctor different?
How are they alike?
How are a nurse and a medical doctor different?
How are they alike?

117. PEOPLE, PEOPLE EVERYWHERE - WHAT ARE THEY DOING?
(Grades K-6)

A. Purpose: To familiarize the children with the people who are associated with different places in the community, and the activities they do.

B. Activities: Explain to the children they are to pretend they are where you say. They must tell you all the things that the people there are doing, and who the people are who are doing them. Present the following situations to the children:

You are at the grocery store.
You are in a laundromat.
You are in (name a local attraction, as museum, park, etc.)
You are in a dentist's office.
You are in a post office.
You are in a cafeteria.

Use as many as time and interest permit.

(continued)

C. Variations: Divide the class into four groups. Designate a leader for each group and have each group assemble in a different part of the room. Whisper the name of a place to each group. They are to think of a way to act out "what happens" at that place so that the rest of the class will know where they are. Be sure that everyone in each group has something to say or do. Places in the community that might be selected from:

grocery store
drug store
post office
drive-in
beauty shop
library
principal's office
barber shop
garage

118. WHERE ARE THE JOBS? (Grades 5-6)

A. Purpose: Develop awareness of possible jobs.

B. Materials: Interested community workers & parents.

C. Activity:
1. Interview adults in community who work at jobs that interest student.
2. Oral presentation after interviews.
3. Writing thank-you letters.

Philip Murphy, Bridger

D. Variation: See 270

119. FUN AND CAREERS (Grades 4-6)

A. Purpose: A career isn't necessarily a dull and dreary job. Many careers start as sports, games, hobbies, and activities which are labeled "fun." The learner can discover that he will more likely be more successful in a career that he thinks will be fun or interesting to him.

(continued)

B. Materials: None necessary.

C. Activity: Have each student list the activity he most enjoys doing. Make a list of all these activities, and have the class match the activities to careers. There should be career opportunities that evolve from every students' favorite activity.

120. AN INTEREST LIST (Grades 3-6)

A. Purpose: To make the child aware of various occupations associated with different interest.

B. Activity: Under each general heading, write six occupations which fit.

1. Outdoor activities.
2. Working with machines and other mechanical devices.
3. Meeting and dealing with people and persuading them to your way of thinking.
4. Creating things with your hands.
5. Reading and writing.
6. Musical activities.
7. Helping other people.
8. Discovering new facts and solving scientific problems.
9. Working with numbers.
10. Doing things around an office that requires a high degree of precision and accuracy.

121. LEVELS OF SKILL (Grades 4-6)

A. Purpose: To make the child aware that different jobs require different amounts of training.

B. Activity: On the blank lines on the chart, write the names of 2 occupations in your community.

Levels of Skill	Occupation I	Occupation II
1. Highly Trained		
2. Technically trained		
3. Skilled		
4. Business-trained		
5. Semi-skilled		
6. Minor business-trained		
7. Slightly skilled		

122. WORK AND A GROWING CITY (Grades 1-6)

A. Purpose: To make the child aware of the types of jobs necessary in a growing city.

B. Activity: Through the study of the community or city determine:

1. Why cities grow where they do?
2. Why do some cities grow and others not?
3. What draws people to a city?
4. What jobs are necessary to the life of the city?
5. What happens when these jobs are disrupted?

Jeanne Daugherty, Vestal

123. WHAT I NEED TO KNOW (Grades 3-6)

A. Purpose: To make the child aware of the different skills and training required for occupations that interest the child.

B. Activity: Have the child list the skills required and the training needed for 3 occupations which interest the child.

Occupation	Skills Required	Training Needed
1.		
2.		
3.		

124. MEASURING TOOLS (Grades K-6)

A. Purpose: The learner will become familiar with a variety of measuring tools and the occupations that use them.

B. Materials: A variety of measuring tools which might include a ruler, yardstick, meter stick, steel tape, calkpers, dividers, tape measure, sheet metal gauge, micrometer, odometer, speedometer, clock, stop watch, level, measuring cup, rain gauge, chalk line, line level, scale, thermometer, anomometer, barometer.

C. Activity: Take measurements with the measuring tools. Make a list of occupations which use each tool.

125. TRADE TOOLS (Grade 1-4)

A. Purpose: To make the children aware that different tools are used in different occupations and to familiarize them with some of the more common ones.

B. Activities: Tell the children they are going to think of things people might use in their occupations. Ask them what a barber might use besides hair clippers? Call on a volunteer and ask him to name all the things he can think of and to make complete sentences. A barber also uses hair tonic, shampoo, a comb, a brush, and scissors. Continue asking questions similar to the following:

1. Name some things a farmer might use besides a pitchfork. (a rake, bucket, hoe, tractor, plow, fertilizer, combine)
2. Name some things a musician might use besides a drum brush. (music stand, sheet music, instrument case, piano, trumpet, trombone, drums)
3. Name some things a doctor might use besides a doctor's bag. (cotton, thermometer, scale, pencil, paper)
4. Name some things a maid might use besides a vacuum cleaner. (a dustcloth, a broom, a dust pan, soap, bucket, iron)
5. Name some things a gardener might use besides a rake. (a hoe, some hedge clippers, a shovel, bucket, flower pot)

126. TOOLS OF THE TRADE (Grade K-6)

A. Purpose: To arouse an interest in careers through the tools associated with many occupations.

B. Materials: A variety of tools, implements, equipment associated with various trades and occupations.

C. Activity: Allow the learners to identify an occupation by viewing those things we identify as belonging to the occupation.

D. Variation: Use pictures to carry out this same exercise.

Examples

Carpenter	Mason	Butcher	Baker
saw	trowel	apron	apron
hammer	level	cleaver	rolling pin
square	mason's hammer	knife	mixing spoon

127. SPECIALIZATION AND USE OF TOOLS (Grades 1-3)

A. Purpose: Stress importance of acquiring knowledge about machines and tools in producing goods and services.

(continued)

B. Activity: Start with the home environment. Identify tools used in the home by placing several items such as needle and thread, wrench, dust pan, window cleaner, pictures of a lawnmower or refrigerator, in a box or large bag. Have children name them and tell how each is helpful in the home. (For variation, children could feel object and try to identify it and explain its use without seeing it.) Children can then discuss relationship of tools to other trades and careers outside the home. Make a list on the board under the tool or machine. For example - needle and thread - dress designer, seamstress, shoemaker; Wrench - engineer, plumber, mechanic, etc.

128. HELP WANTED (Grades 5-6)

A. Purpose: To familiarize learners with clusters, to aid learners build proficiency in classifying job titles into clusters.

B. Materials: Classified section of newspaper.

C. Activity: Make a chart containing the job clusters. Assign a number to each cluster. Have learner go through the help wanted section of the want ads. With a pencil or pen he would write the number of the job cluster on each ad.

129. WHAT CAN YOU TOUCH (Grades K-2)

A. Purpose: To familiarize the children with items you might come in contact with in different types of occupations

B. Activities: Correlate activity to occupation being studied. Ask the children to name all the things they can touch as you walk in a supermarket, shoeshop, restaurant, hospital, etc. If time permits, have the children describe how it feels to touch a banana, an orange, an apple, a peach, a fish.

130. ABC - CAREERS (Grades 1-3)

A. Purpose: To grow in awareness about the many careers available with respect to production of goods and services.

B. Activity: After children have had a general introduction to the concepts of producers and consumers, this game is a fun variation and supplement. Have children divide into two teams. The first child names an occupation starting with A, second child B, and so on. It can be made more difficult by asking each to state whether the occupation describes a producer of goods or a producer of services. When the teams have gone through the alphabet, the team with the most players left wins the game.

131. WHAT WILL I BE? (Grades 1-3)

A. Purpose: To have the children become familiar with a variety of careers.

B. Materials: Book - What Will I Be From A to Z? (if available)

C. Activities: If the book What Will I Be From A to Z? is available, read it to the children. If a class load is available, have the children follow along, in their own book. After reading the book discuss the various occupations and let each child tell or write about his future career.

D. Variation: If the book is not available, have the class write their own book with each letter in the alphabet beginning the name of a career.
e.g. - A is for Airman up in the sky.
B is for Barber who cuts my hair.
C is for Carpenter who builds.
Etc.
Each occupation can then be illustrated.

Barrie Rubin - Kennedy

132. NEWSPAPERS, MAGAZINES, BOOKS (Grades 1-6)

A. Purpose: To familiarize the children with printed material and to develop oral language skills.

B. Materials: Newspapers (enough for each child to have a page), magazines, books, tape recorder.

C. Activities:

1. Divide the class into three groups. Give one group the newspapers, one group the magazines, and one group the books. Place the tape recorder and microphone, first, in the center of the newspaper group so that it will pick up the conversation. Instruct the magazine group and the book group to be thinking of things to tell about books and magazines when it is their turn.

Discuss with the newspaper group the following questions:
Why do people read newspapers?
What are some different things found in newspapers?
How much does a newspaper cost?
How often is a newspaper published?
How do newspapers help us?
Discuss these questions with the book group, and record the conversation:
What does a book have? (pages, stories, pictures, words, cover)
Where do we get books?
How do stories get into books?
When we want to read a book but don't want to buy one, where can we get one?
How much does it cost to get books from the school or public library?
How do books help us?
Discuss these questions with the magazine group, and record the conversation:
What does a magazine have?
How much do magazines cost?
How often do magazines come?

(continued)

Who reads magazines?
Are there magazines especially for children?
How are magazines, books, and newspapers different?

2. Play back the tape for the whole class to hear. Comment on whether the children were speaking loudly and clearly enough to be understood and whether complete sentences were used.

133. CLASS NEWSPAPER (Grades 1-6)

A. Purpose: The learners can become familiar with many of the careers involved in the production of a newspaper.

B. Materials: This will vary with the resources available. A typewriter, and a means of reproducing copies are almost essential.

C. Activity: Gathering news, writing, illustrating, advertising, layout, editing, printing, and distribution are all necessary jobs to be done. This activity can be a one issue newspaper or a continuous class activity.

Mari Donohue - Lent

134. JOURNALISM (Grade 4-6)

A. Purpose: To acquaint the student with the various type of jobs available in relation to a newspaper.

B. Material: Newspaper delivered to class and guest speaker arranged from Oregonian.*

C. Activity: Speaker from Oregonian showed slides, explained operation of the paper, and listed kinds of work available on the paper. *Arranged to have a newspaper delivered to each student every day for one week free of charge.

Used the paper in reading, studied how to use paper. Listed jobs and training necessary to work on a newspaper.

135. WHAT'S IN A CARTOON? (Grades 4-6)

A. Purpose: To develop critical thinking and understanding of one of the media of communication, cartooning.

B. Materials: Newspapers, periodicals, collections of cartoons.

C. Activities:
1. Discuss with the pupils cartoons that they know. Bring out such questions as: What is a cartoon? Why are some cartoons so effective in making a point? What feeling does the cartoon try to develop in the reader? How are cartoons used to influence public opinion?
2. Collect and display cartoons (scrapbook, bulletin board, individual file).
3. Invite a cartoonist to demonstrate the making of cartoons to the class.
4. After the demonstration have the pupils make cartoons. Use school issues as subjects of cartoons (clean-up campaign, work attitudes, study habits,playground behavior, etc.)

136. AUTHORS (Grades 5-6)

A. Purpose: The learner becomes aware of jobs involved in writing books. Students can creatively write and illustrate their own books.

B. Materials: Paper, crayons, story written by each student.

C. Activities: Students write and illustrate stories. They discuss the involvement of publisher and others involved in producing.

D. Variation: With cooperation of primary teachers, use students and books for tutoring.

Mari Donohue, Lent

139. WEATHER BUREAU (Grades 4-6)

A. Purpose: To increase knowledge of how the weatherman records and predicts the weather.

B. Materials: Thermometer, simple barometer, anemometer, rain gauge.

C. Activities:

1. Keep a daily record of observations and forecast, using such headings as: Date, Chief, Assistant, Sunrise, Sunset, Temperature, Clouds, Sky, Winds, Our Forecast, and Actual Weather.
2. Weather maps may be clipped from the daily newspaper. See if accuracy of forecasts increases as pupils learn more about the factors affecting weather. Encourage pupils to make weather instruments of their own.
3. Other enriching ideas to be carried on with a Weather Unit:
   Make a list of ways and methods by which people attempt to predict weather. Evaluate them. (Mt. Hood clear in the evening nice day to follow.) Make storm-warning flags from cloth or paper. Study some of the designs used for weather vanes in the past; triton, cocks, grasshoppers, angels, horses, fish, ship, etc. Design one appropriate for your home, for school.

D. References: Many worthwhile ideas are in Unit Teaching Plan No. 54, published by World Book Encyclopedia, from which this was taken. Units may be received from: Field Enterprises, Inc., Educational Division, Merchandise Mart Plaza, Chicago 54, Illinois

E. Variations: See 239

137. CLASS PHOTOGRAPHER (Grades 1-6)

A. Purpose: Careers dependent on photography are numerous and varied. Records are kept efficiently and compactly with micro film. Photographs are used for portraits and other art work. The printing industry is almost totally dependent upon photography for illustrations. Advertising is dominated by photography. The military uses photography for hundreds of reasons. Photographs are legal evidence in our courts.
The learner, in taking an interest in photography, will not only prepare himself for a possible future career, but will be learning a popular avocation as well.

B. Materials: A Camera and film.

C. Activity: Use the class photographer to keep a record of the highlights of the year in your classroom. Current prints would be used as part of the bulletin board material, and a year book in pictures could be assembled to preserve for posterity.

138. WEATHER AND JOBS (Grades 4-6)

A. Purpose: To make the learner aware of the jobs created as a result of weather.

B. Materials: Newspapers and guest speaker

C. Activity: Arrange for speaker from Oregon State Weather Bureau. List and evaluate jobs which are directly related to the weather from skiing to manufacturing companies.

Audrey COx - Jason Lee

140. OREGON TEMPERATURES (Grades-4-6)

A. Purpose: To increase knowledge about differences in climate and temperatures in cities in Oregon.

B. Materials: Large map of Oregon (can use overhead projector to have class make own map). Acetate covering, marking pencil, graph paper.

C. Activities: A weatherman for each week is responsible to clip the weather statistics for Oregon. He reads the high & low temperatures & marks them on the plastic covered map. Each child picks out his city and keeps a year long graph record. Comparisons are made. Many math problems can be correlated.

D. Correlation: Math, Social Studies, Science
Miss Heisler

Harvey Scott

141. "POST OFFICE" (Grades 2-4)

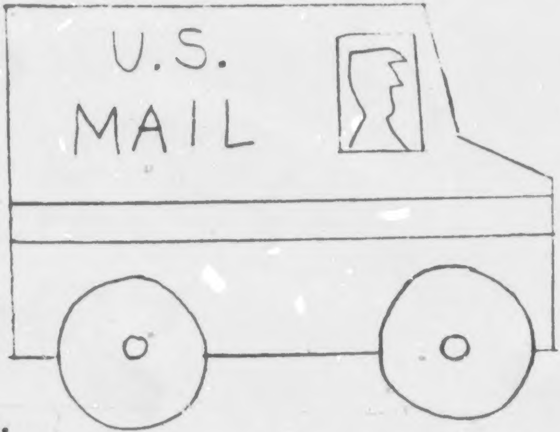
A. Purpose: To make the children aware of the importance of the duty of the mailman to move the mail.

B. Materials: Colored construction paper, brass fasteners.

C. Activities: When studying the mail service a good way to get the children to recognize its importance is to confine all their communications to written messages which are delivered by a mailman. Add a "Post Office" sign to a corner of your room, and you're in business. Any time you or one of the children has a message for someone else in the class

(continued)

It's addressed and stamped (the stamp is drawn on), and placed in the appropriate post office box. For messages you want delivered immediately you might add an airmail stamp. The children take turns as the postman who delivers the mail. Every mailman should have a mail truck, too. The one shown is easily cut from construction paper: Start with a sheet of white paper 9 x 12" and add red and blue details. Then attach wheels with brass fasteners, so they turn.



D. Variations:

1. Exchange letters with other classrooms. Have each student have his own mailbox

142. LET'S PLAY MAILMAN (Grades K-3)

A. Purpose: To familiarize the child with the mail service. To help the child learn to recognize and memoride his address; and to help develop his oral language skills.

B. Materials: Small cards, or envelopes with children's addresses written on them.

(continued)

C. Activities: Say to the children, "I am going to play mailman. Let's pretend I have a letter here for someone who lives at (address). I wonder who it is. (Read an address from one of the small cards, or envelopes). If the child recognizes his address, ask him the following questions:

"What is your name?" - "Where do you live?"
He must say: "My name is _______." He must say: "I live at _______.

"Then this is your letter."
Give the small card, or envelope, to the child to hold if he gets his address correct. If the child does not recognize his address, tell him and have him repeat it. Come back to him later to see if he remembers. When you have given out all the cards, the instructor may use her roll book to call out the addresses. When the child hears his address, he will return the card to you to use at a later date.

D. Variations: If one of the children can read well enough he can play the role of the mailman rather than the teacher.

143. LET'S FIND OUT ABOUT THE LIBRARY (Grades K-2)

A. Purpose: To familiarize the children with the library and the occupation of the librarian.

B. Activities: Read the following and have the children see how many things they can find out about a library from the poem.

A library has books on all its shelves
For every child to use.
It also has records, and films, and maps,
And papers filled with the news.

(continued)

There are books about people, and books about dogs.
About insects, and rockets, and ships;
Books about roosters, and rabbits, and frogs,
And books that will take you on trips.

There are bookmobiles that travel on wheels
To places where libraried are few;
And those in cities and towns and schools
Have hundreds of books just for you.

And all you need do to borrow a book
Is to ask for and fill out a card.
The librarian will show you just where to look
Try it - it's not at all hard.

Margaret Pino

1. What is a library?
2. What is a librarian?
3. What other things might the librarian do besides those mentioned in the poem?
4. What are some of the different things found in a library?
5. What different kinds of books are found in a library?
6. Where might libraries be found?
7. What do you have to do to check out books from a library?

144. LET'S PLAY LIBRARIAN (Grades 2-6)

A. Purpose: To help the child to better understand that to find a book in a library one has to know to what group it belongs; and to familiarize him with the duties of a librarian.

(continued)

B. Activities: Say to the children, "We are going to play library. If I were to go to the library to find a book about a polar bear, I would have to look in the section of animal books because a polar bear is an animal. I might not find it even then if I did not look in the section containing books about wild animals. I will tell you the name of a book I want to find. Each of you will be a librarian and tell me where I may find the book I want." (Before contimuing, make sure the children understand that to find a book in a library, one has to know to what group it belongs.) Call on volunteers to be librarians and to tell you where to find the following books about:

pigeons	(birds-animals)
cars	(transportation)
a green snake	(animals - reptiles)
a baseball game	(sports)
a jet plane	(airplanes)
Red Ridding Hood	(fairy stories)
An elephant	(animals)
trains	(transportation)
an oak tree	(plants - flowers)
a bowl of chicken soup	(food)
a clerk	(occupation)
a rose	(plants - flowers)
helicopter	(transportation)
penguins	(animals - birds)
ants	(animals - insects)
hats	(clothing)
a pine tree	(plants - trees)
Cinderella	(fairy stories)

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145. WHO FIXES WHAT? (Grades 1-6)

A. Purpose: To familiarize the children with occupations that are involved with making repairs of some kind.

B. Activities: Discuss with the children the fact that sometimes the things we use don't work as well as we would like. Explain that you will read some things that might need to be repaired. Have the children tell who would have to be called to help the situation. Include, in the discussion, as many different children as possible. Present the following situations:

1. The refrigerator doesn't keep food cold. (refrigerator man; store)
2. The furnace isn't working. (furnace man; gas company)
3. The telephone makes a strange noise. (telephone company)
4. You've lost all your keys (key maker, locksmith)
5. The car breaks down. (garage, mechanic)
6. A big leak develops in the faucet. (plumber)
7. You don't have enough electrical outlets. (electrician)
8. You want a new wall put in a room (carpenter)
9. The television picture jumps and wiggles. (T.V. repairman)

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146. SERVICE CAREERS (Grades 1-6)

A. Purpose: There are numerous careers we overlook in service areas because they are not brought to mind until we have a break down. Our utilities, electricity, water, sewer, heat; out transportation, our appliances, occasionally break down. When this occurs, we call a service man, and have the trouble corrected. The learner should be made aware of the large part of the working force that these careers encompass.

B. Activity: Our school custodian is available to every class for helping to become aware of service careers. The custodian can share with the class the services that he performs, and give the class an idea of the variety of specialists he can call upon to help with things beyond his ability or his time allows.

147. WORKERS IN OUR SCHOOL (Grades K-2)

A. Purpose: To make the children aware that many people work to help us at school.

B. Activities:
1. Have a discussion of the people who work in our school, and how they help us.
2. Visit the places where each person works and listen to him tell about his work.
3. After each visit have a discussion and draw pictures. Make a bulletin board display using the pictures.
4. Present to the children specific situations and have them tell which worker in our school they would go to for help.

Sally Irvin - Rice

148. JANITOR'S JOB (Grades K-2)

A. Purpose: To make child aware of duties of a janitor.

B. Activities:
1. Discuss what needs to be done to keep classroom clean.
2. Assigning jobs to students (cleaning tables, floors, pencil sharpener, etc.).
3. Make booklet and experience stories of janitor's job.
4. Write letters to janitor (possibly use as a speaker).
5. List needs of janitor and why we need him.

Katherine Heaney, Vestal

149. HOW IS GLASS MADE? (Grades 2-4)

A. Purpose: To acquaint the children with the manufacturing of glass and to make them aware of different things made from glass.

B. Materials: A glass or something made of glass, such as a bottle.

C. Activities:

1. General Information - Ask the children if they know what sand looks and feels like and if they know what can be made from it. Show them the glass object and explain that glass is made from sand,

(continued)

baking soda and chalk. The three ingrediences are mixed together and melted in a fire ten times as hot as the fire used by their mother's to cook with. In factories where window panes of glass are made, big pans sit on hot furnaces and the sand, soda and chalk cook until it is sticky like candy. It is then poured into big sheets to cool and harden into window panes. Call on volunteers to answer the following questions:

1) Where is glass made? (in a factory)
2) What is used to make glass?
3) How hot does the fire have to be to melt glass?
4) If you could make something of glass, what would you make?

2. Classification: - Divide the class into two teams. Select a score keeper to keep score. Say: "I will say a word and you will tell me if it is made of wood, of rubber, or of glass. For every correct answer, your team will get a point." Alternate between the two teams.

bookcase
water hose
vase
inner tube
barn
see-saw
watch crystal
billy club
doll
necklace
bowl

chair
bottle
ladder
window pane
cup
pencil
windshield
dishes
tires
table
picture frame

mask
teething ring
rain boots
eye glasses
mirror
desk
balloon
rake handle
light bulb
pitcher

Add other items as necessary.

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150. ANIMAL DOCTOR (Grade K-2)

A. Purpose: To make the child aware that some careers require much training.

B. Materials: Animal Doctors by Carla Greene

C. Activities:
1. Read book
2. Write stories about it
3. Make a class book
4. Visit pet store
5. Visit Oregon Humane Society
6. Discuss other doctors
7. Make stuffed pets from double thickness of butcher paper stapled.

Chris Allison - Rice

151. CARE OF PETS (Grades K-3)

A. Purpose: To help children learn steps necessary for the proper care of a pet.

B. Materials: A dog, cat or other animal. A Veterinarian. A table with paper cover.

C. Activities: Invite the Vet to Come to class & talk on care of pets and relate necessary training for a vet needs.

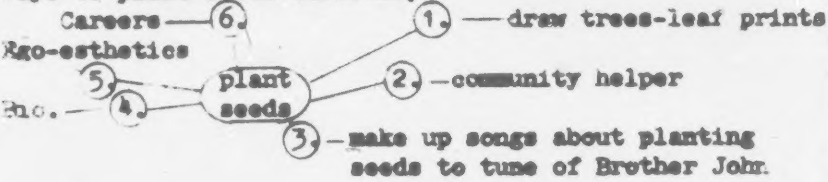
Adelene O'Brien, Wilcox

152. GREENHOUSE GROWING (Grades 1-6)

A. Purpose: To acquaint the students with the activities of an employee in a greenhouse and to stimulate an interest in biology through the planting seeds

B. Materials. planter, soil, seeds, newspapers.

C. Activities: Invite a greenhouse employee or someone from the green thumb to come into the classroom and direct the children in planting seeds. Have this person explain various aspects of his career along with teaching the students ways to plant seeds carefully


Careers — 6.
Ego-esthetics
5.
Eng. — 4.
plant seeds
1. — draw trees-leaf prints
2. — community helper
3. — make up songs about planting seeds to tune of Brother John.

D. Correlation: Art, Social studies, Music, science, Ecology, Careers

Jerry Ogle - Kennedy

153. PERCENTAGE OF WATER IN FOODS (Grades 5-6)

A. Purpose: To make learner aware of basic abilities necessary for a laboratory technician.

B. Materials: Various foods and gram weights.

C. Activity: Each child brings a different food. Using gram weights, children measure weight of fresh foods. Weight is checked bi-weekly. Records are kept. Final weighing when no weight loss is recorded. Percentage of water is figured on original weight. (Formula: $\frac{\text{weight loss}}{\text{original weight}} = \%$)

Zola Cole - Scott

CONSTRUCTIONS

170. A CLASS WORKSHOP (Grades K-6)

A. Purpose: The student, in learning to use hand tools at an early age, will develop co-ordination with his hands and mind, and will become aware of the careers in which tools are used to earn a living.

B. Materials: Work bench with vise, square, rule, hammer, nails, cross cut saw, back saw, coping saw, screw driver, pliers, brace, and assorted bits, clamps, etc. Wood scraps.

C. Activity: Provide the students with simple plans, and as much instruction as you are capable of giving. The shop teacher can be of assistance.

Robert Peebles, Kelly

171. VOCABULARY - KINDS OF HOUSES (Grades 3-6)

A. Purpose: This activity is designed to extend the concept of "house" and to help build vocabulary used in the construction business.

B. Materials: If available pictures from home building plan books, magazines, or newspapers of the different types of houses.

C. Activity: Tell the children you are going to take them on an imaginary house tour. Explain that there are many different types of houses. Say: "Oh, there's a split level house. What kine of house would a split-level house be?" (discuss)

Continue with:

ranch style house
two-story house
apartment house
town house
hotel
motel

duplex
bunk house
penthouse
split-entry house
bungalow
triplex

172. WE ARE CARPENTERS (Grades K-6)

A. Purpose: To develop co-ordination and self-discipline in the child.

B. Materials: Sand paper, wood, hammers, nails and paints.

C. Activities:

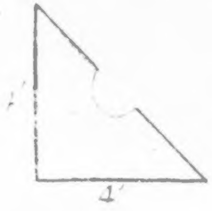
1. Show picture of carpenter from "Workers in Our Neighborhood" - read description and discuss.
2. Talk about carpenters in relation to what they know (houses being built).
3. Discuss materials at hand - count number of pieces of wood they may use.
4. Organize procedure to make airplanes.

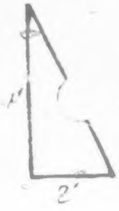
Viva Wary, Lee

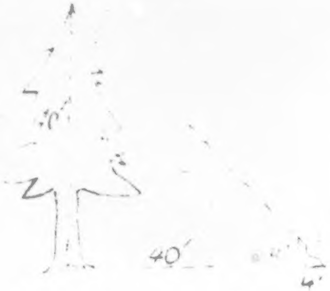
173. TRIANGLE INDIRECT MEASURING (Grades 5-6)

A. Purpose: The learner will measure an unreachable height by using triangulation and proportion.

B. Materials: Two or more right triangles with sides having simple proportions, such as 1:1, 1:2, 2:3. Cut triangles from 1/4" plywood or hardboard. Measuring tape.







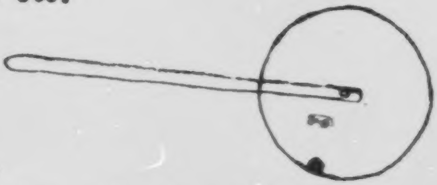
C. Activity: Learners can measure the height of their room, school, trees, etc. The student places his head in the notch to sight the top of the object to be measured. The base of the triangle must be level for accuracy. This activity can lead into an awareness of other types of indirect measurement including light beams, radio waves, sonar, and the occupations that use them.

174. MEASURING WHEEL (Grades 2-6)

A. Purpose: The learners will construct and use a measuring wheel to measure long distances quickly. Traffic policeman use a similar device.

B. Materials: Cut a wheel from wood or double thickness cardboard with a three foot circumference. This is a .9545" diameter, or approximately 6/1/64". Drill a 3/16" hole in the center and bolt it to a handle (broom stick). Paint a large dot on one edge of the wheel to make it easy to count the revolutions as it turns.

C. Activity: This wheel will travel exactly one yard with each revolution. The learners can measure the school playground, measure an acre, measure a city block, etc.



175. INCH, FRACTIONS OF (Grades 5-6)

A. Purpose: To give learners an opportunity to understand the fractional make-up of the inch.

B. Materials: Common building materials of standard thicknesses cut into one inch squares.

examples: 1/32" sheet metal (ga.)
1/16" formica, copper
1/18", 3/16", 1/4" hardboard
3/16", 1/4", 3/8", 1/2", 5/8", 3/4" fir plywood

C. Activity: The learner will stack these materials together in various combinations to build thicknesses of assigned measurements.

example: 13/16" = 3/4" + 1/16" or 1/2" + 1/4" + 1/16"

or 1/4" + 1/4" + 1/16" or 1/2" + 1/8" + 1/16", etc.

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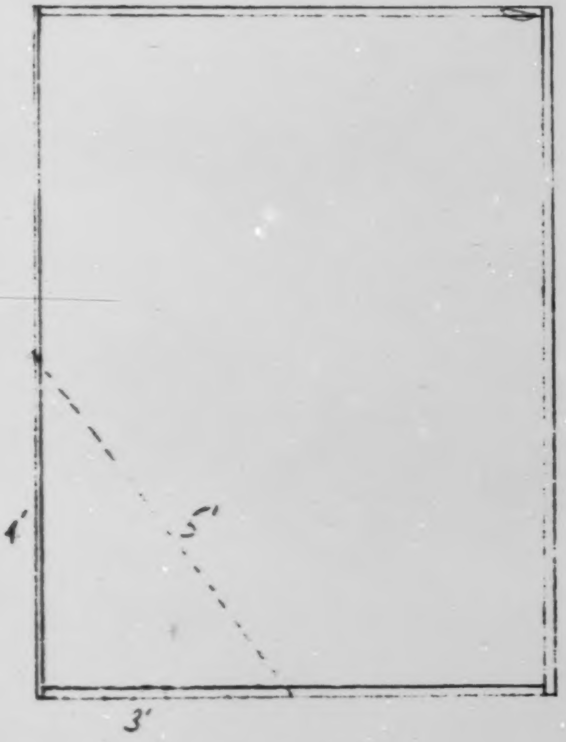
176. THE 3-4-5 PROPORTION (Grade 4-6)

A. Purpose: The learner will use the carpenter's 3-4-5 triangle proportion to make a right angle.

B. Materials: Stripe of cardboard, eight or ten inches long, tape, glue, ruler or steel tape.

C. Activity: Lay out a mock foundation for a building by squaring the corners with ruler. Measure three inches on one side, four inches on the adjacent side, and adjust the corner to measure five inches on the hypotenuse

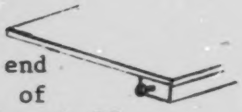


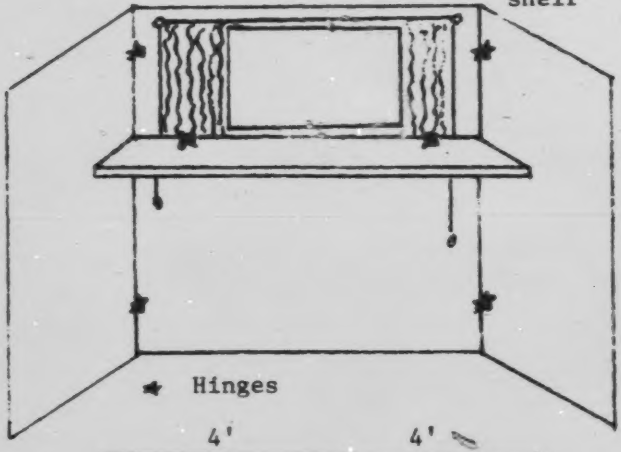
177. A FOLDING PUPPET STAGE (Grades K-6)

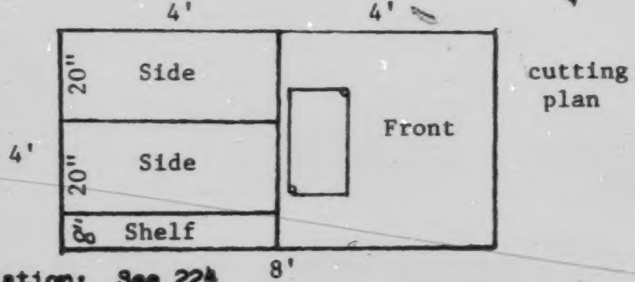
A. **Purpose:** Puppetry is a valuable tool for the classroom teacher for all kinds of activities in many subjects, including career education. A folding puppet stage takes a small amount of room when not in use, and is a great aid to the student puppeteer in creating the proper illusion. This plan makes use of inexpensive available materials, and is very simple to construct.

B. **Materials:**

1 - 1/4 x 4' x 8' fir plywood, panelling, or cardboard
1 - 3/4" x 2" x 4' fir or any other wood
3 pr. - 1 1/2" or 2" butt hinges
2 curtains
a length of cord
2 round head 1 1/2" wood screws
3" cloth type tape







C. **Variation:** See 224

THINGS TO MAKE

190. GROUP COOPERATION AND RESPONSIBILITY (Gr. 4-6)

A. Purpose: To learn cooperation in industry and to foster individual responsibility of each worker.

B. Activity: A demonstration was given class as a whole, the skills and materials needed to construct 2 objects - a kite and a jewelry box. Small groups were organized and each proceeded to select leaders. Next, there is a general layout of materials by each group, depending on the object they decide to make. Each child in group mass produces some part of that object - for individual assembly later on. Each child builds and decorates his own project according to taste.

191. MOST PRODUCERS ARE SPECIALISTS (Grades 1-4)

A. Purpose: To compare efficiency, quality and cooperation in a specialized work area with one where everyone has several jobs to perform.

B. Activity: Give the class a simple cookie recipe from which to work. Divide the class into 2 groups: (1) The specialized (skilled) and (2) the unskilled. (You make break up into smaller groups within these, but have an even number of unskilled and skilled). Take each one of the skilled (or more if desired) and explain exactly what that person will do to make two batches of cookies.- he will do the same thing at all times. Explain the preparation process to the unskilled workers as a whole and have them elect foremen to supervise and see that two batches of cookies are also made. Stress that 2 different processes are being observed and it is not a contest to see who can finish first because other factors are involved - efficiency, quality (taste, sight), ard cooperation that were the results of their efforts. Discuss findings.

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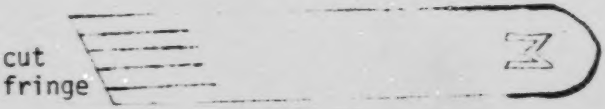
192. ASSEMBLY LINE PROJECTS (Grade 4-6)

A. Purpose: To raise money for a field trip or some other class function a class may want to produce something to sell, rather than sell candy, popcorn, or ice cream. Products made on an assembly line guarantee a uniform quality and speed in production.

B. Materials:

1. Leather Book Mark -

Steerhide 1" x 6"
Monogram stamps
scissors
shoe polish

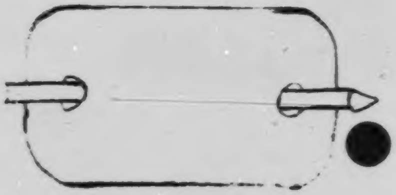


cut
fringe

Moisten leather before stamping

2. Leather Barette -

Cowhide 2" x 3 1/2"
Birch dowell 1/4" x 4"
Leather stamping tools
3/8" hollow punch
shoe polish
pencil sharpener



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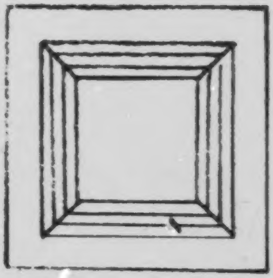
3. Coasters

Tin can bottoms
(Put in can opener sideways)
Leatherette
Rubber Cement
Scissors
Cement Leatherette Circles
to metal

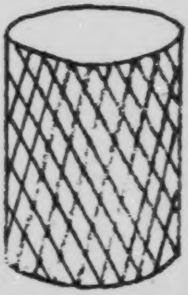
4. Casserole Tiles -

Clay
Rolling Pin
Thickness sticks
Knife
Stamping Tools



5. Waste Baskets

#10 tin cans
Attractive covering

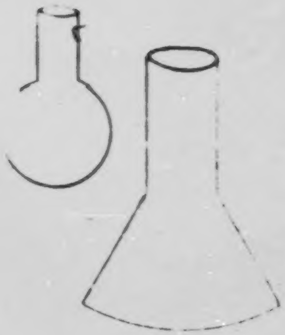


6. Pencil holders

soup cans
yarn

7. Vases

Bottles and jars shaped
Construction Paper
Clear drying glue
Shellac (white)



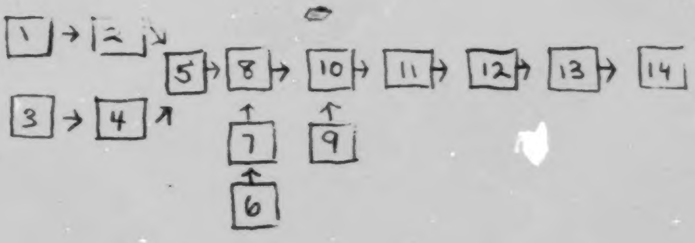
C. **Variation:** See 260

193. ASSEMBLY LINE (Grades 1-6)

A. **Purpose:** To demonstrate how production is speeded up when an assembly line is used. To give experience in the monotony of repetitious work. To learn that work is done quicker when the same movements are practiced over and over.

B. **Materials:** Construction paper, punch, Elmer's glue, scissors, paper cutter, pen.

C. **Activity:** Let us see how an assembly line works. We will make Easter favors for boys, girls, and veterans in hospitals. Each of you will bw responsible for one job on every favor. The materials will start at one end and be finished favors at the other. Place desks in following manner to correspond with tasks as later decribed.



Teachers will appoint students to jobs since no choice is given in real factories. Appoint students to the following jobs:

1. Cutter - makes 6" x 6" squares of construction paper in various colors.
2. Folder - folds each square in half
3. Pattern maker - traces outline of rabbit's head on pink construction paper.
4. Cutter - cuts out rabbit's head.
5. Gluer - glues rabbit's head to folded pastel squares.
6. Pattern maker - traces bow tie on pastel blue construction paper.
7. Cutter - cuts out bow tie.
8. Gluer - glues bow tie under rabbit's head.
9. Puncher - punches black circles from construction paper for eyes, nose, and mouth.
10. Gluer - glues eyes, nose, and two circles for mouth on rabbit's face.
11. Artist - draws eyebrows and whiskers on rabbit's face and outlines knot on bow tie with black ball-point pen.
12. Letterer - prints or writes "Happy Easter" on each favor.
13. Inspector
14. Packer

D. Variations: The Junior Red Cross book of ideas is filled with patterns for various projects suitable for assembly line production. There are ideas for each holiday and appreciated by patients. Materials are furnished by the Junior Red Cross.

194. THE BAKERY (Grade 1-3)

A. Purpose: The child will be familiar with baker's job - responsibilities, and tools he needs to make his job easier.

B. Materials: Correlate to how other people's jobs are important to baker.
1. Breadmaking Kit
2. Construction paper - glue

Films: Big Bakery Bakery Best

C. Activities:
1. Make baker's hat
2. Make bread- assigning responsibilities to everyone
3. Field trip to Franz Bakery
4. Cut and paste 1 machine needed in bakery
5. Show how one job depends onmmany others

Gimmi Vick - Youngson

195. STUFFED CAREER CHARACTERS (Grades K-3)

A. Purpose: To create an interest and awareness in various people and their careers.

B. Materials: Plain butcher paper folded double. Newspaper strips, stapler, paint and starch (liquid), crayon.

C. Activities: After a discussion of "What I want to be when I grow up", children work in two's. Child lies on floor on paper while another child traces around his entire body with crayon. Stuff with newspaper and paint with tempera mixed with starch so they won't crack. Add features which depict occupation and have a guessing game and each child tell about his character.

Variation: Use butcher paper as a flat wall decoration.

Mrs. Harriett Haslebacher - Marysville

196. OCCUPATIONAL TIN CAN PEOPLE (Grade 5 & 6)

A. Purpose: To show different types of occupations through the media of art.

B. Materials: A soup can or any size tin can per pupil. Various types of colored wrapping paper, cloth, buttons, pins, etc. Various kinds of colored felt cloth. Glue, scissors, paint.

C. Activities: Make tin can people to depict various occupations and have a guessing game.

Jim Ploeg, Kennedy

CLASS ORGANIZATION

210. JOB RESPONSIBILITY (Grade 1-6)

A. Purpose: The learner develops responsibility.

B. Activity: Assign helpers in daily activities, (weatherman, custodial services, attendance, upkeep of self, lunch count, playground equipment, flag salute, etc.). Each child having an opportunity to serve in various capacity throughout the room. Relating these jobs to job performed in community.

Hilda Stitt - Lent

211. CLASS HELPERS (Grades 2-6)

A. Purpose: To allow children to become familiar with job titles used in many careers.

B. Materials: None necessary.

C. Activity: Class officers and helpers can periodically change their titles to represent various careers. These examples will probably not fit your class, but will give the general idea.

Job	Political	Construction	Navy	Ranch
Monitor	President	Sup't.	Cap'n	Boss
Attendance	Secretary	Time Keeper	Bosn	Foreman
Lunch Count	Treasurer	Comptroller	Galley Chief	Cookie
Audio-Vs.	Comm. Sec.	Foreman	Sparks	Line-Rider
Library	Librarian	Lead Man	Signal Man	Hustler
Flag Salute	Vice Pres.	Journeyman	Chief Petty Ofc.	Wrangler

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212. SPECIAL NAMES GIVEN TO LEADERS (Grades 1-3)

A. Purpose: To familiarize the children with the special names or titles given to people who are leaders.

B. Activities: Explain to the children that sometimes there are special names for people who are leaders. Ask them to tell what a leader is. After a pause for discussion tell them what the leader does and have the children tell you his special name.

1. The person who is in charge of a school. (Principal)
2. Long ago, the man who ruled a kingdom. (King)
3. The man who is in charge of an army. (General)
4. The person who is elected to be in charge of a city. (Mayor)
5. The person who is the leader of a band or orchestra. (Conductor or Director)
6. The man who is in charge of a ship. (Captain)
7. The man who is elected to be in charge of a state. (Governor)
8. The man who is elected to be in charge of our country. (President)
9. The man who is the leader of an Indian tribe. (Chief)
10. The man in charge of the fire or police department. (Captain or Chief)

Check to see that the children understand the terms "in charge of", and "elected".

RIDDLES, DRAMAS AND GAMES

220. OCCUPATIONAL RIDDLES (Grades K-6)

A. Purpose: To familiarize the children with different occupations.

B. Activities: Read the riddles to the children and have them name the occupation it is describing.

1. My job is to help people keep their homes clean and neat. I wash and iron and vacuum and dust. Sometimes I cook and take care of children. Who am I? (maid)
2. I make ladies beautiful by using hair pins and curlers and permanent waves. Who am I? (beautician)
3. I build sturdy houses and walls. I use a special kind of heavy blocks with cement in between. Who am I? (bricklayer)
4. I am the person who makes possible for you to read books and magazines and newspapers. Without me, you would have very little to read. Who am I? (printer)
5. You are glad to see me come when a certain thing in your house is broken. When I have fixed it, you can again watch and hear about what is happening around the world. Who am I? (T.V. repairman)
6. I work where it is dark and damp and dirty. I often go deep down inside the earth where I chip and break minerals away from the sides of caves. Who am I? (miner)
7. I have to get up early in the morning. I bring news to many homes. Sometimes I use a bicycle to deliver my goods. Who am I? (newspaper boy)
8. I help people enjoy our national parks. I teach them how to play safely in the woods. Sometimes I take care of animals. Sometimes I become a fireman or policeman. Who am I? (forest ranger)
9. I pack and take to your call of the things that you buy in a grocery store. Who am I? (carry-out-boy)
10. I make flowers into beautiful presents for churches and homes and hospitals, for birthdays, anniversaries, funerals, and weddings. Who am I? (florist)
11. I am sort of a doctor of automobiles. I know how all the parts of it fit together and how they should work. Who am I? (mechanic)

12. Rub-a-dub-dub, I scrub and scrub. But not any more; that was before I had a machine to wash the clothes clean. Who am I? (laundry worker)

13. I fillthe tank and check the oil, put water in radiators so they won't boil. I wipe the windows, give fluid for brakes, and when I'm finished - your money I take. Who am I? (gas station attendant)

14. I wear a uniform and cap. I use a bat and glove. I try to hit home runs. Who am I? (ball player)

15. I work with gold and silver and beautiful things that are broken. I set beautiful stones, and sell china, silver, and crystal. Who am I? (jeweler)

16. I take orders and carry trays and serve all sorts of delicious foods. Who am I? (waitress)

17. I sit at a desk. I take dictation; I answer the telephone and I type letters. Who am I? (secretary)

18. I love to work outdoors. I plant and sow and rake and hoe. I raise fine animals. I have big machines that help me do my work. Who am I? (farmer)

19. Rat-a-tat-tat---tshhh-tshhh---clang! My job is making noise in fancy rhythms. My tools are called instruments. Who am I? (musician)

20. If a hailstorm had made a hole in the top of your house, I would fit shingles together like a puzzle to cover the hole. Then you would be warm and dry again. Who am I? (roofer)

21. I wear strange clothes. My job is exiciting and dangerous. From where I work, I can see many oceans and rivers and land formations. I guide a ship, but I am not a sailor, Who am I? (astronaut)

22. I stack cans on cans and boxes on boxes. I stamp numbers on the cans and boxes so that people will know how much to pay for them. Who am I? (stock boy)

23. Tap-tap-tap - I exchange new soles for old. I tack on heels and mend old toes, and buff and brush and polish. Who am I? (shoe repairman)

24. I work with cords and wires. If mother's toaster or vacuum cleaner or iron does not work, I'm the man to call. I must work very carefully. My job can be a dangerous one. Who am I? (electrician)

C. Variations: Have the children write the riddles and illustrate each occupation; or let the children make up riddles about different occupations.

221. WHO FITS THESE SHOES? (Grades 1-3)

A. Purpose: To make the children aware that people in different occupations wear different types of footwear.

B. Activities: Ask the children if they can tell you what kind of footwear you are talking about when you read the following riddles:

1.	I am old and worn My soles are torn	(Tramp's shoe)
2.	I am long and flappy I make people happy	(Clown's boot)
3.	My wheels go rolling down the street When I am worn upon the feet	(skating shoe or shoe skate)
4.	Babies wear me when they walk Before they even learn to talk	(Baby shoe)
5.	I'm made of hard leather I'm tall and high I'm worn by a man Under a light blue sky	(Cowboy boot)

6. Dance me around
Stand up on my toe
Dance and whirl
And bow as you go
(Ballet slipper)

7. When you jump out in a parachute,
You'll be glad you're wearing this strong boot
(Soldier's boot)

8. Anyone can wear me
But boys best of all
Like to wear me
When they are playing ball
(Tennis shoe)

9. Made of leather and decorations,
Indians wear me at celebrations
(Indian moccasin)

222. WHAT'S MY LINE? (Grades K-6)

A. Purpose: To become acquainted with a variety of occupations through the participation in this popular quiz game.

B. Materials: None essential

C. Activity: Twenty questions requiring yes or no answers are allowed the group to discover the occupation assumed by the "Unknown worker". Whoever guesses the occupation is the next "unknown worker."

223. CAREER QUIZ GAME (Grades 3-6)

A. Purpose: To expand the learners knowledge of the hundreds of careers involved with common resources.

B. Materials: Paper and pencil, or oral.

C. Activity: The teacher will tell the class a word representing a natural resource. The students will either write or give orally a list of occupations involved with that resource.

example: Teacher, "tree"
Students, "logger, tree farmer, nursery man, log truck driver, scaler, orchard farmer, fruit picker, etc."
Teacher, "wheat"
Students, "Seed store man, farmer, miller, baker, wallpaper hanger, spaghetti maker, etc."

224. PUPPET DRAMAS ON CAREERS (Grades K-6)

A. Purpose: To create original skits using puppets to familarize the learners with Career Starter File; to work cooperatively with one or two other learners to write puppet plays.

B. Materials: Puppet stage (plans for stage found elsewhere in this guide), puppets.

C. Activities: In groups of two or three, have learners write original puppet plays. For ideas they should refer to Career Starter File available in each school. Different ocuupations can be depicted by dressing the puppets differently or making hats which are unique to a particular occupation. In the play, the learners are encouraged to give information about the occupation they are depicting. They could also include the skills they are presently learning which are particularly useful in the occupation being dramatized.

D. Variation: See 177.

225. TYPES OF T. V. PROGRAMS (Grades 1-4)

A. Purpose: To make the children aware of the different types of television programs.

B. Activities: Say to the children, "Today we are going to talk about the many different kinds of programs people watch on television. Can anyone tell us what kind of program we would be watching if the person on television talked about whether we will have a cold or hot day tomorrow in our part of the country?" Allow children to tell other facts which might be included in a weather report. Say: "Another kind of program many people watch and listen to tell what has been happening during the day or night." Let volunteers tell some of the things news programs contain, such as news at home and around the world. Say: "Sometimes someone tells about products they want people to buy. Does anyone know the word for that part of a television program?"
Praise children if they know the word "advertising" or "commercials." Tell them if they do not know. Say: "What are some other types of programs on television?" Encourage ideas of various types of programs (sports, variety shows, musical, educational, dramatics, and quiz programs).

226. ROCKET TO SPACE (Grades K-2)

A. Purpose: To stimulate interest in the occupations of space travel.

B. Activities: Read the following poem:

Rocket to Space

Strap on your helmet,
Check out your gear.
Everyone ready?
We're off for a year!
The space ship is loaded;
It points to the sky.
All aboard, spacemen,
We're headed up high!
Count Down - 3, 2, 1 -
Zoom, here we go!
We'll spin round the earth
For 12 months or so,

226. (continued)

And while earth people watch us
And wish they could dare
To be up here where we are
we'll wish we were there.
Joy Mackenzie

Reread each line. Ask the class to suggest motions to act out each line. Then do the poem with the accompanying motions as long as interest and time permit.

227. RHYMING WITH TIME (Grades X-2)

A. Purpose: To help teach the children to tell time on the hour.

B. Materials: 12 clock faces with the hands of each clock set for a different hour.

C. Activities: Place the clock faces on the chalk ledge. Tell the children you are going to read them a poem and they must tell you which clock face you are talking about. Explain that the missing word is a rhyming word that will tell them which clock face is correct. Have a child point to the correct clock.

Mother called me in to lunch
And said it's ready soon.
I looked at the clock on the wall
And sure enough it was ______. (noon)

I asked Billy to come and play
He called down from the tree.
I'll go hamoe and get my game
And come to your house at ______. (three)

I like T.V., it's very fine
But I hate to go to bed at _____. (nine)

I listen for trains
Passenger and freight.
They pass my house
Each day at _______. (eight)

We work at school
And have fun too.
We always play
Outdoors at ______. (two)

Here it is six,
well man alive
You know that dinner
Was served at ______. (five)

I heard a knock
On our front door.
I glanced at the clock
And it was already _____. (four)

My little brother
Goes to bed at seven.
He'd like to stay up
Till the clock shows ______. (eleven)

228. LET'S HAVE OUR OWN TELEVISION PROGRAM (Gr. 1-6)

A. Purpose: To familiarize the children with the field of television; and to help develop their oral language skills.

B. Materials: Tape recorder; any needed props.

C. Activities:
1. Explain to the children they are going to have their own television program right here in their own room. Help them to choose two or three persons to advertise any product they choose. Have them decide what they will advertise and what they will say about the product. Each may advertise a different product or the same one, as they wish. Next choose two news announcers and ask them to plan a short news broadcast. Select eight or ten more people (depending on the number in your room) to act out a play for the audience. Have them choose a story or poem they would like to dramatize. Suggest a familiar fairy tale or a story from their reading.

228. (continued)

A television program would not be complete without some music, so select a number of children to be musicians. They may hum, sing, or pretend to play musical instruments. Let them get in a small group to plan what they will do. See that every child has a part in the program. When one group is performing, the others will be the audience.

2. Have one reheral of the entire program before taping. Have the tape recorder microphone on a table so that it will pick up the sound of the children's voice. Now let the program begin. The following order may be used in the presentation:
    - advertising
    - news broadcast
    - musical portion
    - story or poem dramatization
    - advertising

   If time allows, play the tape back. Otherwise replay the tape at some period of free time during the day.

229. DRAMATIZATION: A BUSY AIRPORT (Grades 1-3)

A. Purpose: To familiarize the children with the operations of an airport and the people who work there.

B. Materials: Classroom furniture

C. Activities: Ask the children if they know how an airplane pilot tells when and where to take off and land at a busy airport? He cannot always see the other airplanes in the sky and on the ground. Who helps him to know where to go? Discuss the operation of a control tower. Ask the children what things a pilot must know; what things a control operator must know. In the course of the discussion, bring out the facts that a control tower operator must know where every plane in that area is locatednat any given

229. (continued)

moment - in the air and on the ground He can tell this at night by using his radar screen and by radio communications with the pilots. He must know about the weather in places where the airplanes will be going. He must know when it is saft flying weather. He must tell the pilot how high to fly for the safest ride, etc. Ask the children if they know how a pilot speaks to the control tower (by radio) and what he say. If the children do not answer, tell them some of the words used by the pilots and the persons in the control tower are:

Come in - (means - Are you there? Please answer me).
Over - (means - now it is your turn to speak)
Roger - (means - Yes, I understand what you have said)
Over and out - (means - I am through speaking and turning off my radio).

Write the above words on the board so the children can remember what they are to say when they pretend to be airplane pilots and control tower operators. Say: "Let's pretend our classroom is a busy airport." Place a small chair on top of a large chair, or the teacher's desk, to represent a control tower. Choose a control tower operator, who stands by the tower. Place chairs at opposite sides of the room to represent two airplanes. Choose a pilot for each airplane. Say: "We have two airplanes waiting on the runway at the airport. One is ready to land and the other is ready to take off." Ask one pilot to request permission from the control tower to take off. The child in the second airplane will then request permission to land and the child in the control tower will give him instructions for landing. Continue with other children in the airplanes and control tower as time permits.

230. JOB APPLICATION DRAMATIZATION (Grades 4-6)

A. Purpose: To dramatise the importance of personal traits in acquiring a job; to make the learner aware of his good and undesirable traits; to give the learner experience in selling himself.

B. Materials: None needed

C. Activity: Have one learner play the part of an employer. Have another learner play the part of a job applicant. Allow the two learners to conduct a job interview with stress on traits such as punctuality, reliability, appearance, etc. Follow up with a critique session.

D. Variation: See 265

231. JOB CLUSTER GAME (Grades 5-6)

A. Purpose: To build awareness in learners that jobs are classified into families much like plants and animals.

B. Materials: Brush pen or crayon.

C. Activity: Make a label for each job cluster with brush pen or crayon and paper. The paper should be large enough so label can be read across classroom. Also make many slips of paper containing a variety of job titles. Place students aroud room each holding a cluster label. One at a time, the remaining students draw job titles out of a paper sack and stand behind the person holding the appropriate cluster sign for their job title. A discussion would follow to determine if they choose the correct cluster.

232. OCCUPATION GAME (Grades K-3)

A. Purpose: To build awareness of various occupations.

B. Materials: None needed.

C. Activity: Today we will play a game dealing with the ways people make a living. When it is your turn tell whether the occupation you are demonstrating is a service or deals with a product. From that point on, everything is done in pantomime. The person guessing correctly the occupation being pantomimed is the next to perform. The class president appoints the first player.

233. MUSIC TRAVELS (Grades K-6)

A. Purpose: To teach students as many note songs and to learn about music from other countries, music of famous composers, music in two parts, and musical terms and symbols.

B. Activity:
1. Children bring their own instruments - give background on development of instrument. Have talent show.
2. Rhythm band experience
3. Children write some music of their own.

234. RECORD HOLDERS (Grades K-6)

A. Purpose: In sports, recognition is given to breaking records in all phases of athletic endeavors. When a record is broken, an athlete gains self satisfaction and the admiration of the public. In business and industry, records are made in sales and in production, and monetary rewards are usually given the record breakers.

B. Materials: None needed.

234. (continued)

C. Activity: Let the students list several categories in their class work in which records can be established. Try to have many skills and interests involved, so that all students have an opportunity to compete.

C . Variations: Involve math class with baseball players averages.

235. GOODS AND SERVICES (Grades 1-2)

A. Purpose: To differentiate between a consumer and producer.

B. Activity:

1. Construct or expand on, a chart illustrating the work that parents do. Additional illustrations could show consumption.

Our Parents Produce		WeeAll Consume	
Goods	Services	Goods	Services

Play a game of charades where students act out such production or consumption activities as washing dishes, running errands, cleaning their rooms. eating dinner, riding a bike. Have class try to guess whether a good or service is being produced or consumed.

2. Read and recite nursery rhymes. Have the children act out and identify who the producers and consumers might be in ----- Hickety Pickety
Sing a Song of Sixpence
The Queen of Hearts
My Black Hen
Little Miss Muffet
Little Jack Horner

236. DO YOU KNOW THE TRUCK DRIVER? (Grades K-2)

A. Purpose: To learn the names of a large variety of occupations and to become acquainted with them.

B. Materials: Music to "Do You Know the Muffin Man?"

C. Activity: Sing the song "Do You Know the Muffin Man?" Substituting a variety of jobs such as -

"Do You Know the Truck Dirver" - or
"Do You Know the Store Clerk?"

While singing the song, the occupation being sung about might be acted out.

Mrs. Stewart - Lent

237. USING DIRECTIONS (Grades 2-3)

A. Purpose: To teach children directions - east, west, north, south.

B. Area: Outdoors, gym or playroom

C. Activities: Divide the class into three equal groups. Ask one group to pretend they are driving racing cars. The second group may be airplane pilots and the third group may be horseback riders. Ask each group to form a line, facing the front of the room. Establish the directions N. S. E. and W. in the room. They may begin driving or piloting or riding when they receive their first command. Give the following commands.

1. Horsemen ride west
2. Pilots turn east
3. Drivers steer north
4. Pilots fly south
5. Horsemen ride south
6. Pilots turn west
7. Drivers turn south
8. Horsemen ride north
9. Drivers turn east
10. Pilots fly north
11. Horsement ride east
12. Pilots turn south
13. Drivers turn west
14. Pilots fly north
15. Horsemen ride west
16. Drivers drive south
17. Pilots fly east
18. Horsemen ride home
19. Drivers drive home
20. Pilots fly home

238. JOHNNY'S WORK (Grade K-2)

A. Purpose: To stimulate an interest in the occupation of carpentry.

B. Materials: None

C. Activities: Pound in unison with one fist and chant gaily:
 Johnny works with one hammer, one hammer, one hammer,
 Johnny works with one hammer, all day long.
Pound with two fists:
 Johnny works with two hammers, two hammers, two hammers.
 Johnny works with two hammers, all day long.
Pound with two fists and one heel:
 Johnny works with three hammers, three hammers, three hammers,
 Johnny works with thre hammers, alleday long.
Pound with both fists and both heels;
 Johnny works with four hammers, four hammers, four hammers,
 Johnny works with four hammers, all day long.
Pound with both fists, both heels, and nod head;
 Johnny works with five hammers, five hammers, five hammers,
 Johnny works with five hammers, all day long
Fold arms, put head down, and close eyes:
 Johnny has to rest now, rest now, rest now.
 Johnny has been working hard, all day long.

239. T.V. WEATHER GAME (Grades K-3)

A. Purpose: To increase knowledge about the occupation of the weatherman, especially the T.V. Weather Reporter.

B. Materials: Large cardboard cardboard carton, masking tape.

239. (continued)

C. Activities:
1. The daily weather report period will be a lot more fun if you make a T.V.-type game of it. Here's how: Make a mock T.V. set from a large cardboard carton by cutting an opening to serve as a screen (tape the edges so no one gets cut).
2. Each day, choose a child to be announcer, another as weather reporter, and a third to present a commercial (perhaps advertising the story-time selection or some school event). Place the "T.V. set on a table, so that performers can stand behind it when they are "on camera".

D. Variation: See 139.

240. GIVING CLEAR DIRECTIONS (Grade K-6)

A. Purpose: To make learner aware of the importance of communication skills in many career situations.

B. Materials: Designs on tagboard, chalk board.

C. Activities: One child is given chalk and will follow instructions given by classmates. The simple design is shown the group. One at a time, group members give the "drawer" one-step instructions to reproduce the design he has not seen. Teacher keeps score of number of instructions.

D. Variations: Directions for finding a specific location. Do directions for doing Origami paper folding.

Hazel Myers - Meek

FIELD TRIPS

260. EARNING FIELD TRIP MONEY (Grades 5-6)

A. Purpose: To develop awareness of the necessary planning to operate a business.

B. Materials: Use paperbacks, baked goods, popcorn - selling booth.

C. Activities: Through detailed class planning decide:

1. What to use as selling booth or how to build?
2. Who will collect money?
3. What price do we charge?
4. When should sale take place?
5. Where will sale take place?
6. Who will help?
7. How do we advertise?

D. Variation: See 192

Helen Clark, Bridger

261. SCHOOL AND THE NEIGHBORHOOD (Grades 2-4)

A. Purpose: To acquaint the students with stores and services in the neighborhood as well as division of labor - through the interviewing process.

B. Activity: Take students on a neighborhood walk to become aware of the variety of goods and services available to them in their own area. On return, discuss what they observed and list under 2 columns on board.

(continued)

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Producers of Goods	Producers of Services	
Variety Store	Gas Station)	
Goodwill	Beautician)	example

To find out more about each business, 2 children can choose which store they would like to visit and personally interview with the teacher. The class, as a whole, plans what an interview would include, and a copy is given to each child as a guide. Oral reports to the class can follow each interview. A large piece of cardboard is a good canvas on which to paint the store they visited. Paper stick dolls depicting the workers needed to run the business can be placed alongside or in front. As stores are visited neighborhood in room grows with students awareness.

262. TOURIST TRADE FIELD TRIPS (Grades 3-6)

A. Purpose: To make the child aware of the types of jobs available in relation to winter sports.

B. Activity: Field trip to Mt. Hood. Toured ski lodge and discussed building of lodge and size of timbers. Observed activities inside and outside of lodge, types of equipment used and where it was manufactured, what materials were needed to make equipment, and the safety precautions necessary for proper use of slope.

C. Variation: Include field trips to: Columbia River Gorge, Tillamook Bay Area, Astoria Area, Salem Willamette Valley Area, Portland Area Tours, etc.

263. FIELD TRIP TO AN UPPER GRADE (Grades K-4)

A. Purpose: To provide the learners with a better understanding of the education sequence, a visit to the school shop, the home economics room, and an upper grade can be a valuable experience.

B. Materials: None needed.

C. Activity: A visit to other classrooms should be planned in advance, and timed so that the activities going on during the visit are interesting and stimulating to the visiting group.

D. Variation: A class would profit from the experience of planning and preparing for the visit of a lower class. Hosts, hostesses, and guides would do their best to make the visit valuable to the lower class.

264. FIELD TRIP RIDDLES (Grades 2-6)

A. Purpose: To make the child aware of the particular tasks of various jobs.

B. Activityes Following a field trip (hospital, airport, bakery, etc.) have the learner make up riddles about the workers. Written or oral. One child reads his riddle while another tries to guess. Example: I work at the airport. I have to be good at math. I sell tickets to passengers (Ticket agent).

Frances Dornhecker - Woodmere

265. FIELD TRIP FOLLOW-UP (Grades K-6)

A. Purpose: To make the child aware of the variety of jobs available.

B. Activity: After returning from a field trip, have the children list all jobs that they observed. Have the child write about which of the jobs he : thought he would enjoy doing the most.

Roseanna Hudson - Woodmere

UNITS

270. COMMUNITY SURVEY (Grades 4-6)

A. Purpose: To learn more about businesses and services located within walking distance of a school.

B. Activity: The Marysville School Staff conducted a survey of several business establishments in their school district. The students proceeded by visiting merchants with a short letter of introduction explaining that the teachers were involved in a year-long study of "Career Education", and explaining that several educators would visit them on a certain date to ask some questions. The following questionnaire was used:

Community Resource Questionnaire

1. Name of Firm______________________________
2. Address______________________Phone________
3. Name of person interviewed____________________
4. Position in firm____________________________
5. Type of business_______________ No. employed__
6. Types of jobs and their required skills and qualifications in your firm____________________

____

____

____

7. Educational requirements of your firm__________

____

8. Would you be interested in talking to various classes at Marysville School in connection with (1) Your occupation______(2) Hobbies________

   (3) Special talents______

9. Would you allow students to visit your firm in small groups or individually in order that they may become more aware of the world of work?______

   Please explain how you would wish visits to be handled____________________________________

   ____

John Callas & Marysville Staff

C. Variations:

1. Give a ditto sheet with job characteristics listed thereon to people in various occupations, i.e.: school secretary, custodian, principal, teacher, field trip bus driver, etc. Ask them to put a (1) after the most important characteristic as far as their job is concerned. Do the same for the second and third. Thank them for their time.
2. Put results of survey in visual form for more meaning by using oak tag and chart liner to make a grid for a graph. List personal characteristics on left side of grid. Put number of responses across bottom of grid. Plot number of first, seconds, and thirds for each characteristic. Attempt to assess with class if certain characteristics are common to all occupations.
3. Could be adapted to be used with any field trip.

271. MEANINGFUL ENVIRONMENTS (Grades 4-6)

A. Purpose: Learn map study skills. Introduce concepts of different world cultures - our relation to other parts of the world and other people.

B. Activity: With emphasis on participation in committee work involving North American Indians, settling of the Northwest, and formation of government. Relief maps and map puzzles can be constructed. A picture collection of nearly extinct animals and birds can be compiled as well as a floor mat, exhibiting model homes from the various cultures explored. News articles can be written by the students or committee, asking the public to help save conservation. Visit Oregon Industries such as a fish canner, tree farm, mill, Chief Lelooska.

C. Variation: See 275.

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272. A CAREER EDUCATION UNIT (Grades 5-6)

A. Purpose: The learner will have begun to think about his future in terms of an occupation.

He will have had some opportunity to learn about the wide variety of occupations open to him, and some idea of how to go about preparing for a job.

He will understand that a successful career does not just happen. It must be chosen with regard for personal preference and talent. It must be prepared for by suitable education and/or training.

He will know that some of the most important basic parts of his education are going on right now.

He will have been exposed to the concepts of:
1. interrelationships of jobs in a city
2. wide variety of necessary jobs to maintain a city
3. the job cluster concept
4. will be familiar with one job cluster

B. Materials: Map of Portland, alphabetical list of class, colored map pins, colored thread, Oregon Dairy Council Kit "Urban Panorama." - *Makes two bulletin boards.

C. Activities:

Part one: "Where Am I Going?"

1. Initiate a discussion of careers. What is a career? How do people decide what kind of job they want? Could a person ever get "trapped" in a job? How soon should a person begin planning for his future career? Are you thinking about yours?
2. Creative writing. Ask the class to write a theme. Suggested titles: "What Would I Like to Do When I Grow Up?" "What Will I be Doing Ten Years From Now?"
   Suggested outline on board: 1. What kind of job would I like? Why? 2. Do I have special talents or abilities for this job? What are they?

272. (continued)

Am I physically qualified for this job? 3. What kind of training would I need to have for this job? Where and how would I get it?

3. Discussion of papers. General. No names. Answer questions raised or suggest reference for information. Question feasibility of some of wilder projections----but gently and with good humor. Most of the papers will be pretty unrealistic and confused. However, most of the pupils will have become curious and concerned, and are ready for the next activity.

Part two: "Where Do Our Parents Work?"

1. The class composed a letter to parents explaining the purpose of our project and asking their cooperation. Each pupil will interview his parent(s) asking questions about his/her job. Emphasize: At no time will salaries be mentioned. In case somebody's parent was out of work, he was to report on it using data pertinent to job held before lay-off, and not mention lay-off. After parents agreed to interview, I put the job interview questions on the board. I was the test interviewee for a trial run.
2. Job Interview with Father and/or Mother
   1. Where do you work?
   2. What is the job title?
   3. What do you do?
   4. What specific training did you need and where did you get it?
   5. What are the conditions of employment: Hours? Promptness important? What kind of dress? Is neatness and cleanliness important? Do you deal directly with people? How? Are getting along with people and a pleasant personality important assets?

272. (continued)

   6. Do you use the basic skills you learned in s school? (Reading, writing, spelling, arithmetic) Which ones do you use? How are they important in holding your job?
   7. Do you like your job? Would you recommend it to a young person starting his career?

3. Using a map of Portland, make a pin map showing where the parents work. Use thread to connect these places to school.*

4. Report: Each child gives an oral report on the information he received from his interviews with his parent(s). One child, whose widowed mother lives on a pension and Social Security, gave a report on Homemaking and Child-rearing as a career. At the beginning of his report, the child points out and names the place of employment. After he has completed his report, the class can ask questions on points not made clear, or left out. Sometimes the class requested more information and the interviewer was sent home to get it for class next day. General Discussion followed. Who did the best job of interviewing? Which jobs interested you most? What work requirements were similar for every job?

Part three: What Do People Do In This City?

1. Divide class into teams of 3 or 4 each. Have each team identify and list as many occupations as they can find illustrated in the pictures on the "Urban Panorama" bulletin board.* Lots of action in pictures so list should be fairly long. Compare lists. Identify community service occupations. Discuss possible similarities in some jobs (driving a truck, bus, taxi, etc.). Teacher defines and explains job cluster concept. Class teams try to divide their jobs into clusters. From list, class chooses one career cluster to explore in depth. Use groups already formed, or form new ones by interest levels. We found out about: Health Cluster and

272. (continued)

the jobs classified within it. Each group reported. General discussion and questions.

2. Repeat part one. The results should show significant gains in self-understanding, maturity in making realistic career choices, a much wider variety of careers mentioned, much greater knowledge of necessary training for occupation chosen.

3. Evaluation: Upon completion of the activities in this unit the learners had learned or strengthened valuable skills in writing, interviewing, reporting, research, self-evaluation, discussion, asking questions to gain information during discussion, working on committees, striving for accuracy and being on time with assignments.

Had achieved a much wider knowledge and understanding of the wide variety of occupations open to them, and had been introduced to the cluster concept. Had explored one briefly.

Demonstrated their knowledge and appreciation of the importance of their daily school activities by a perceptibly more mature attitude toward their work and greater concern for understanding and mastery of basic skills when compared with other classes I have taught.

Each child became familiar with the map of Portland and learned how to use it.

Letter writing, fact gathering, note taking, reporting, questioning, and answering skills were improved.

Gained knowledge and appreciation of his parents' occupational skills.

Discovered that the basic skills learned now were important to his future success in any occupation. This cam out very strongly, spontaneously, during the discussion period, without any prompting from me. Georgia Kneeland - Marysville

273. PREPARING AND SERVING A THANKSGIVING DINNER (5-8)

A. Purpose: To develop skills in working together, division of labor, planning, organizing and evaluation resulting in appreciation of the jobs and occupations of many people.

B. Materials: See Activities

C. Activities:

1. In September plans are launched for a dinner project. Children immediately begin earning by doing such tasks as errands, raking leaves, mowing lawns, etc. - pooling their money with a record kept to show progress of group.
2. About two weeks before Thanksgiving, the students make suggested menus. The one chosen in planned with grocery list and prices as obtained from the two local stores. It is then revised to fit the budget. (Only money earned by the students is used).
3. Divide the labor to accomplish it. They also determine how the labor for art projects, meal preparation and serving will be divided. This also involves making appointments such as determining when the cafeteria cook will let them cook cupcakes, with room mothers for escorts to the store, etc., supervision of food preparation, etc. A daily log is kept; a continuing record of jobs done, time used and money earned. All of the work, planning, purchasing and choices are made by students.

D. Correlation: Art - making posters, invitations, place mats, mural, etc. Social Studies - History of the holiday. Ecomomics and Math - Comparison between procuring food in colonial times and today - making wise choices by comparison of unit prices and competition between neighborhood stores - contribution of labor (all money was earned by students outside jobs) - choices in purchasing. English - dramatics - creative writing - letters - invitations, etc. - interviews - reporting. Reading - from many background sources.

E. Evaluation: Found in student interest participation and improved ability to work together as well as cementing good community relations.

Grace Jacobs - Kennedy

274. OREGON PRODUCTS DAY (Grade 4-6)

A. Purpose: Have children become familiar with the Oregon Industries and places of interest.

B. Materials: See Activities

C. Activities: Children write to various companies asking for information about their products. Individuals make oral reports and displays are set up. Letters are written to the cities of each child's choice for information about that area. Children look for Oregon products in stores and bring empty cans for display and discussion. Each child picks a county to make a poster about, illustrating something for which that county is known.
A year-end program is planned to which parents are invited to present plays, reports and commercials about various areas in Oregon with slides shown. (School slides or children can make slides). At the conclusion parents are given samples of Oregon foods at a buffet planned by the children.

D. Correlation: How people make a living in Oregon. Letter writing. Posters, bulletin boards, Pennants are also made for Oregon events.

Miss Heisler - Scott

275. HOW WILL WE SURVIVE? Social Studies Unit 3-8

A. Objectives of Unit

1. Each child through discussion and sharing will demonstrate his increased awareness of how to get along with others in a group situation.
2. The group as a whole will, through solving assigned problems, realize how man must share, lean, and learn from and with each other.
3. Each child will be able to give and take ideas and submit to group rule via problem-solving sessions.
4. The problems are the particular objectives which will be reached using discussions, idea sharing, and data gathering.

B. Specific Objectives

Show films and filmstrips in correlation with each problem they will solve. See A-V list for details on materials listed under specific objectives.

1. What is this new land like?
    - Adventuring in Conservation
    - Animals Fit Themselves to Their Surroundings
    - Climate
2. How will we keep from starving?
    - Field Day-Man Cooperates with Nature
    - Nature Cooperates with Man
    - Ants
3. How will we keep ourselves warm and protected from the weather?
    - Hot and Cold Places
    - Desert
    - What Makes a Desert
    - Mountains and Valleys
    - Uplands and Plateaus
4. What jobs must we perform to have food?
    - We're on our Way
    - Life on a Dead Tree
5. Who will perform these jobs?
    - Animals at Work in Nature

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275. (continued)

6. What jobs must we perform to be warm and protected from the weather?

What We Need

7. Who will perform these jobs?
8. What effect will the land have on our life here?
a) topography b) climate

Where We Find It
Good Water to Drink Part A & B
Common Minerals

9. What work will need to be done each day?
10. Who will do these jobs?
11. How eill we be able to organize ourselves to survive in this new land?

How Do We Live Set

12. How will we change leaders? Will we always do the same job?
13. How will we establish a permanent settlement?

What We Need?

14. How will we provide for non-productive persons?
15. How will we provide for those who refuse to work at an assigned task?
16. Who will decide who is non-productive?
17. How will the group handle rules they make?
18. How can a group enforce its rules?
19. Where shall the non-producers live?
20. Who will decide where the storage house should be?
21. What will the group store?
22. How will stored materials be dispensed?
23. How will the colony be able to keep together when some want a change and others don't?
24. How will the colony be able to meet the desires and needs of the individual within the colony?
25. When will the colony be able to function independently of a leader?
26. How can the colonies join together so as to benefit from each others successful ideas and plans?
27. Who will join the colonies together?
28. How will the colonies make sure each one is running smoothly?
29. Who will tend to this task?
30. How can we survive as a large group?

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275. (continued)

C. Evaluation of Unit: To determine if objectives have been met, the evaluation is two-fold:

a. During Unit
   1. periodic evaluations of group inter-play and their individual role within the group
   2. check on each groups diary to be sure the points listed under each problem are clear and concise so others will understand the group's decisions

b. At End of Unit
   1. individual evaluation, in terms of problems faced, of the group's function and achievement
   2. individual evaluation in terms of individual's role within the group
   3. group evaluation, orally, ofhhow problems were solved and tasks performed
   4. each student will write a paper entitled "How Will We Survive?" including any data he wishes in his paper

D. Format of Sessions:
1. Each class session will be used to solve a new problem
2. At the end of each partial group session, they should share how they solved the problem
3. Each group should record the problem and their solutions in their empty diary
4. Periodically the total group will share their decisions, problems, and ideas for discussion

E. Diary Sessions
1. Gather in groups
2. Review your ideas of yesterday (or last session)
3. Decide who'll write today in diary
4. Head paper with question, et al: "How will we keep from starving?"
5. Group decide what to list
6. Number your list. Each new idea, a new number
7. Include any problems and areas where not all agreed -- note these in some way that is different
8. Write on back of sheet

F. General Group Sessions

Possible way to bring communicationpproblems out - and deal with them directly:

1. Individual evaluation of how "your group" is functioning
   - a) state area(s) that don't seem to go well
   - b) try to think of suggestion(s) to improve situation
2. Always try to create atmosphere where children will feel free to express distaste or dislike about a particular situation BUT where you as teacher DO NOT solve the problem for them--throw the problem back to the small group--MAKE it impossible for anyone to "drop out".
3. Use role-playing of some situations you see or students verbalize and have class decide how problem might be solved
   - a) best to select those to play role who have been involved to increase realism
   - b) this will also free others to offer suggestions
   - c) write out "hypothetical situation" on paper and let role-players plan a bit what role they will play in the group situation
4. Use Aesop's fables as an aid to problem-solving
   - a) assign certain number of stories for each group to read and share prior to sharing session
   - b) as shared, discuss how this applies or could apply to people on our island

G. Introduction of Unit

A. General:

1. Refer to bulletin board with enlarged map of mythical island
2. As a group discussion, note the physical features, including latitude, location, land. DO NOT discuss their value or hindrance to survival. Purpose: to become familiar with the island features.
3. Divide class into 4 groups by pre-organized listings so children are mixed up as to ability and personality.

B. Specific
   1. Each group, AS A GROUP, is to be given a definite area of the island. No boundaries may be crossed at this time.
   2. Each group, AS A GROUP, must decide how they will survive
   3. Each group is given an identical list of items they'll land with

C. Materials
   1. Enlarged map of imaginary island on bulletin board. Caption: "How Will We Survive?"
   2. Supply list when shipwrecked for each child
   3. Small ditto of bulletin board map for each child. Latitude: Tropic of Cancer
   4. 40 page (20 papers, use both sides) diary with cover for each group
   5. Audio-visual materials as listed in summary and noted as to used under each problem where applied
   6. To be handed out later, ditto for each child of altitude markings

First Session

A. Assign groups and gather in specified areas in the classroom.

B. Indicate groups place of entry to island and area boundaries.

1. Enter:
   Group 1 - Oyster Cove
   Group 2 - Up Snake River
   Group 3 - Lobster Inlet
   Group 4 - Partridge Patch
2. Boundaries:
   Group 1 - N: Flat Meadows
   S: Oyster Cove
   E: Delta Swamp-Bird Island
   W: Desolate Island
   Group 2 - N: Walnut Grove
   S: Signal Hill
   E: White Sand Beach
   W: Snake River
   Group 3 - N: Mineral Hills (left spring)
   S: Grasslands
   E: Slowpoke Creek
   W: Reckless Reef

Group 4 - N: to edge of island
S: Spring
E: Partridge Patch
W: Snowy Mountains

3. Latitude: Tropic of Cancer

Setting the Scene

1. You are on 4 separate ships making an ocean cruise
2. A storm comes up. The ships become separated in the night and wreck on an uncharted island (pass out student copy of island)
3. Each group survives the wreck and pull some supplies ashore before their ship sinks to the black depths of the sea never to be seen again. (pass out student copy of supply lists)
4. Each group is unaware of the survival of the other 3 ships passengers. Each group has a land area with natural boundaries and they will not cross at this time.
5. Each group is going to be given problems to solve.
6. Each group will decide among themselves how they can best solve that problem in the area where they have been ship-wrecked.
7. From time to time you'll see films and filmstrips on a variety of subjects related to the problems you'll solve.
8. Use any information you can from these films and filmstrips; also from any other sources such as books, pamphlets, articles, etc. which will help your group to better understand the area and best solve the problems you face.
9. After each session your group will enter its decisions, suggestions, and ideas in a diary (give them empty diary).
10. Today we'll view 1 film and 2 filmstrips. No notes are required. Try to remember in your head as much as possible as you may find that later on you'll be able to use this information again in different ways.
11. Show A-V.
12. Now: Your first problem to discuss -- NO WRITING IS TO BE DONE TODAY** - How will we keep from starving?
13. Let the groups discuss ideas WITHOUT GUIDANCE FROM TEACHER for remainder of session (should be at least ½ hour).

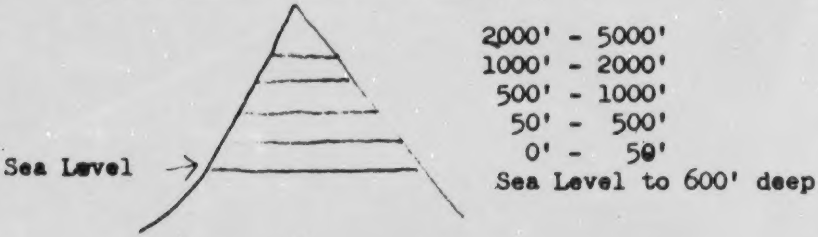
Fictious Situations for Absent Group Members

A. Initial absences:
  1. knocked unconscious and in coma state when ship was wrecked
  2. bring into group when they "recover"

B. Periodic absences:
  1. lost in some unexplored portion of the area and group isn't aware of this since the member was exploring for (insert # of days absent) days for food---returns on own
  2. bitten by virus-carrying purple bug which ca causes delirium for (insert # of days absent) then total recovery
  3. sent to find other survivors and returns without having found them

Additional Information to be Given as Groups Request It

1. Add to supply list ditto 1 12" diameter 12" deep kettle with handle and lid
2. Add to supply list AFTER viewing parts A & B on water sources (FS) 1 1# bag of ALUM (for water purification--clay won't settle-- will cling to Alum).
3. Scale on small map 1" equals 1 mile
4. Altitude scale: (supply ditto with altitude lines so can transfer and color small map to match bulletin board map)

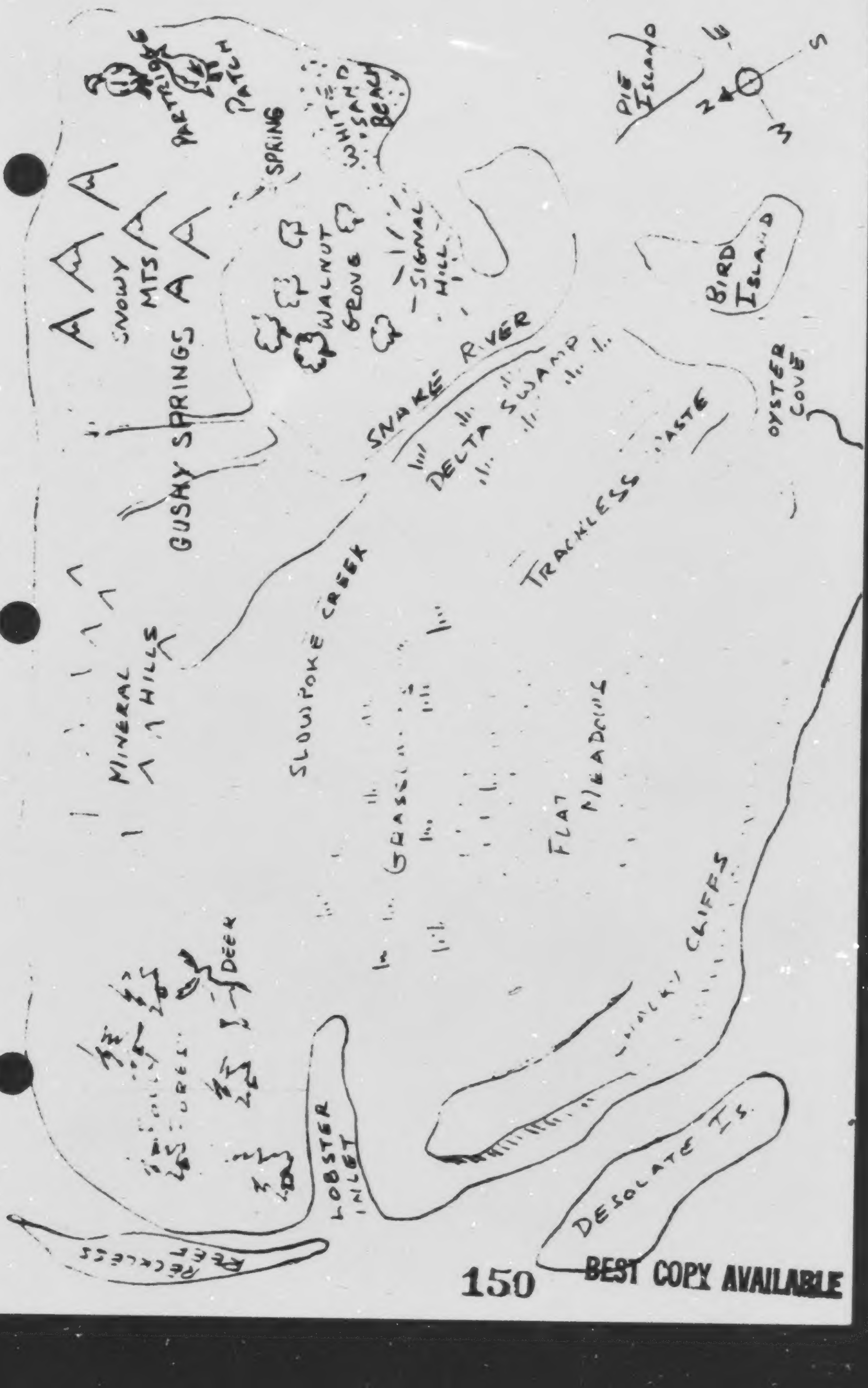


SUPPLIES FOR EACH GROUP

1 change of complete clothing for each person
1 one pound sack salt
1 case dried apricots--containing 1000
1 bag wheat grain weighing 50 pounds
1 case of canned meat; 8 each tuna, spam, corned beef
1 box wooden matches 3" x 6" x 2"
1 wooden handled, 2 bit edged ax 4" wide at the edge
1 coil hemp rope 100 feet long and ½" thick
1 sack 6 penny nails--containing 1000
1 box wire coat hangers--24
4 pocket knives
1 knife with 12" blade, 4" wide, no point
1 hachet
1 compass
1 can opener
1 roll toilet paper
1 roll flannel sheeting--24 feet long and 5 feet wide

First Aid Kit:
    1 roll 1" gauze, 24 feet long
    12 packages 1" wide band-aids, 12 per package
    1 bottle Methylate
    24 cotton swabs
    1 bottle rubbing alcohol

3 Books:
    a dictionary
    a bood of Aesop's Fables
    an empty diary



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A-V MATERIALS FOR "HOW WILL WE SURVIVE" UNIT

NATURAL RESOURCES:
  ADVENTURING IN CONSERVATION 1-10 F 14 min. (C) IU, (n.d.)
  WE'RE ON OUR WAY 6-12 SdF. 25 min. (C) EKC, 1967
  WHAT WE NEED 1-3 FS 36 fr. (C) IMPCO, 1959
  WHERE WE FIND IT 1-3 FS 23 fr. (C) IMPCO, 1959

SOILS AND SOIL EROSION:
  FIELD DAY-MAN COOPERATES WITH NATURE 4-9 FS 29 fr. (C) CUR, 1951
  NATURE COOPERATES WITH MAN 4-9 FS 28 fr. (C) AIA, 1963

WATER AND WATER SUPPLY:
  GOOD WATER TO DRINK, PART A
    EXPLORING WATER SOURCES 4-12 FS 29 fr. (C) SCRIB, 1954
  GOOD WATER TO DRINK, PART B
    PURIFYING DRINKING WATER 4-12 FS 31 fr. (C) SCRIB, 1954

WILDLIFE CONSERVATION:
  LIFE ON A DEAD TREE K-8 F 11 min. (C) FA, 1957
  ANIMALS AT WORK IN NATURE K-10 F 10 min. EBEC, 1956
  ANIMALS FIT THEMSELVES TO THEIR
    SURROUNDINGS 4-6 FS 26 frs. (C) EG, 1950
  ANTS 1-12 F 11 min. (C) EBEC, 1946

GEOLOGY-GENERAL:

- DESERT 6-12 FS 75 fr. (C) (World we live in series, 9) LIFE, 1955
- WHAT MAKES A DESERT 6-10 SdF 11 min. (Elem Sci Series) YAF, 1949
- COMMON MINERALS 6-12 FS 45 fr. (C) (Earth Sci, Series: Rocks and minerals group) SVE, 1962
- CLIMATE 4-12 FS 40 fr (C) JH, 1952
- HOT AND COLD PLACES 4-6 FS 23 fr (C) CJH, 1960
- MOUNTAINS AND VALLEYS 5-8 FS 35 fr. (C) CWR, 1960
- UPLANDS AND PLATEAUS 4-9 FS 24 frs. (C) EG, 1956

HUMAN RELATIONS:

- HOW DO WE LIVE SET 6-8 FS 5 FS (C) and records JH, 1963
  - LEADING AND FOLLOWING
  - FEELING ABOUT OTHERS
  - CHOOSING
  - GIVING AND TAKING ADVICE
  - THE WAY WE LOOK AT THINGS

The unit itself may be used in part or in its entirety depending on the purpose for which it is used. For Career Education skills-job-cluster emphasis, Specific Objectives of the unit 1-11 will meet those needs. As the unit reaches Specific Objectives 12-30, the emphasis becomes more government oriented.

To further develop communication skills, better understand basic government which is easily applied to American History, and realize the need for cooperative effort in society, the rest of the unit, besides Career emphasis objectives 4, 6, and 9, is a useful tool.

Suggested career-oriented activities to accompany unit:

1. Write job descriptions (students). Teacher must be informed and aid students, especially initially in dientifying skills involved.
2. Students chart jobs and mark common skills needed. Chart should be organised on People, Data, Thing format. Each of the 4 groups of students (as t unit is set up) fill in skills under proper heading, list jobs, check off skills involved for each job.
3. When these steps have been completed for specific objectives 4,6, and 9, have students cluster the jobs: a) first on their own; b) then with DOT clusters.
4. Teacher should acquaint students with DOT numerical notation system. This activity should include having students assign numerical classification to a given job then checking accuracy in DOT.
5. As skills are identified, terminology of DOT description can be included, also developed with this will be the needed traits and characteristics of the person holding each job.
6. As the students become interested in a cluster, b or skill, additional Labor Department information, Oregon Manpower Resource and any other available material should be brought in for student use.

7. Self understanding and evaluation is a built-in facet of the unit with the group and class discussions following the diary sessions. An integral part of this discussion is pinpointing problems plus the individual's role and responsibility.
8. As jobs are clustered and students become more familiar with skills involved, individual surveys should be taken by the students. The interest finder should be built upon the jobs and clusters identified. This information is for the student to aid his self understanding.

Jan Updike - Marysville

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Suggested Instructional Activity

Activity Title ____________________________

A. Purpose:

B. Materials:

C. Activities and Variations:

D. Correlation (grade levels, subject areas, and cluster):

Teachers name____________________________

School:____________________________

Send to:

Portland Public Schools
Area II, Career Education
K-6 Resource Guide Project
Instructional Activities

Suggested Instructional Activity

Activity Title ______________________________

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B. Materials:

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Activity Title ______________________________

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School:______________________________

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Suggested Instructional Activity

Activity Title ______________________________

A. **Purpose:**

B. **Materials:**

C. **Activities and Variations:**

D. **Correlation (grade levels, subject areas, and cluster):**

Teachers name______________________________

School:______________________________

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Instructional Activities

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Audio Visual Resource List

NOTE:

These aids may all be ordered through the Portland Public Schools Audio Visual Department

Some of these films may be old, but the material is still useable.

Be sure also to check your school library for books, pamphlets, and audio visuals.

A set of transparencies - a tape that explains this guide is available through Mr. Leroy Wallis, Area II.

GUIDANCE AND ATTITUDES

Films

Acts of Courtesy 4-9
Am I Dependable 4-8
Am I Trustworthy? K-6
Appreciating our Parents K-6
Are Manners Important? 3-8
Are You a Good Citizen 4-12
Beginning Responsibility: Getting Ready Instructions K-3
Beginning Responsibility: Learning to Follow Instructions 1-3
Beginning Responsibility: Taking Care of Things K-3
Beginning Responsibility: Using Money 1-3
The Bike K-4
The Clown 1-6
Conformity 4-12
Courtesy for Beginners 1-3
The Daisy 1-12
Everyday Courtesy 4-6
Families K-3
Families Are Alike and Different K-3
The Fence 3-8
Finders Keepers K-3
Fun of Making Friends K-6
Golden Rule: A Lesson for Beginners K-6
Good Citizens K-3
A Good Loser K-3
Griper 4-12
Guidance...Let's Have Respect 1-3
Guidance...What's Right? 1-3
Guidance...Working with Others 1-3
Habit Patterns 5-12
A Happy Family K-4
Hey Look At Me K-4
How Friends are Made 4-8
It's Up to You 6-12
Just Like Me K-3

Let's Pretend Series K-4
Let's Share With Others K-4
Manners in Public 4-6
Manners at School K-3
Others Have Feelings, Too K-3
Our Family Works Together K-4
People Soup K-6
Physical Fitness and Good Health 5-12
A Rock in the Road 1-8
School Problems: Getting Along with Others 1-6
Self Discipline K-3
The Social Side of Health 5-12
Step Toward Maturity and Health 6-10
Taking Care of Myself K-3
True Values K-6
Understanding Others 6-9
Understanding Stresses and Strains 5-9
Values: Being Friends 3-6
Values: Cooperation 1-6
Values: Playing Fair
Values: Telling the Truth 1-6
Values: The Right Thing to Do 3-6
Values: Understanding Ourselves 3-6
Values in Action Series 2-6
What Should I Do:Series K-5
We Make Choices K-6
What to Do About Upset Feelings 1-3
Why Fathers Work K-3
Words of Courtesy 4-9

GUIDANCE AND ATTITUDES

Filmstrips

Exploring Moral Values 4-8
How Do You Feel? K-6
It's In Your Hands 4-6
It's The Growing Thing 4-6
Leaders and Followers 4-6
Learning to Live Together Set PT 1 3-7
Learning to Live Together Set PT 2 3-7
Me Myself and I 6-12
Promises are Made to Keep 4-6
Responsibility K-3
Story Series II 1-6
Story Series III 1-6

Film Loops

Values in Action: The Borrowed Bicycle 2-6
Values in Action: The Cashier's Mistake 2-6
Values in Action: The Cheat 2-6
Values in Action: The Damaged Book 2-6
Values in Action: Ganging Up 2-6
Values in Action: The Lost Baseball 2-6
Values in Action: Rock and Trains 2-6
Values in Action: Spray Paint 2-6
Values in Action: The Thief 2-6

Records

Values K-4
Focus On Self: Awareness Kit K-3

3

LANGUAGE ARTS

Films

Building Better Paragraphs 4-6
Conversation - A Two Way Game K-3
Finding Information 3-7
Fun With Words Series K-3
How to Study 4-12
Improving Your Oral Reports 5-9
A Key of His Own 3-8
The Letter 2-6
Listen Well, Learn Well K-6
Reading Growth: Adjusting Your Reading Speeds 4-9
Reading Growth: Basic Skills 4-9
Reading Growth: Getting the Big Ideas 4-9
Reading Growth: Understanding Word Meanings 4-9
Sharing Time in Our Class K-3
Spelling For Beginners 2-3
Spelling is Easy 4-6
Stage Fright 5-12
Story Acting is Fun 4-6
Talking and Listening K-3
We Discover the Dictionary 4-6
Words of Courtesy 4-9
Writing Different Kinds of Letters 4-6
Your Communication Skills: The Exchange of Ideas 4-9
Your Communication Skills: Listening 6-8
Your Communication Skills: Reading 4-8
Your communication Skills: Speaking 6-8
Your Communication Skills: Writing 6-9

Filmstrips

Adjectives and Adverbs 4-12
Be A Word Detective 3-6
Body and Closing Sentences 4-7
Body of Composition 4-7
Building Reports 4-9
The Comma, Part 1 4-9
Consonant Sounds 4-6
The Dictionary 4-8
Digging for Facts 4-9

4

Find the Right Word 3-8
Finishing Reports 4-9
Hearing Sounds in Words 4-6
Improve Your Handwriting 4-9
Improve Your Reading 4-9
Improve Your Spelling 4-9
Improve Your Study Habits 4-9
Improve Your Vocabulary 4-9
Letters Which Work Together 4-6
Let's Listen K-1
The Library 4-10
Listen, There Are Sounds Around You K-3
Listening Skills 4-8
Long Vowel ~~Sounds~~ 4-6
Make Alphabetizing Work For You 4-9
Mr. Adjective, Helper to Mr. Noun 4-9
Mr. Adverb, Man of all Work 4-9
Mr. Pronoun, Substitute for Mr. Noun 4-9
Mr. Verb, Man of Action 4-9
Name Calling Mr. Noun 4-9
Possessive Mr. Noun 4-9
Revising and Final Editing 4-7
Second Visit to Mr. Pronoun 4-9
The Servants on the Third Floor- Mr. Conjunction, Mr. Preposition, and Mr. Interjection 4-9
Singular and Plural Mr. Noun 4-9
Studying Long Words 4-6
Using the Dictionary 4-8
Using Books 6-12
Vowel, Backbone of a Syllable 4-9
What Is A Sentence 4-8
What Is Drama 3-9
What's the Word Set 3-6
Who's Mispronouncing 4-9
Re

Record

Fun With Language 1-5
How You Talk! Stories That Build Oral Language 1-3

Overhead Transparencies

Go Together Matchups of Basic Relationships K-1

MATH

Films

Addition of Whole Numbers K-8
The Calendar: Days, Weeks, Months K-3
Decimals Are Easy 4-9
Discovering Numerals K-8
Division 4-8
Division of Whole Numbers K-8
Fred Meets a Bank 4-8
Geometry: Points, Angles, Lines, and figures K-5
Introducing Graphs 4-6
Introduction to Fractions 4-9
Language of Statistics 4-8
Measurement in the Food Store 4-6
Measurement of Solids 4-8
Median, Mode and Mean 4-8
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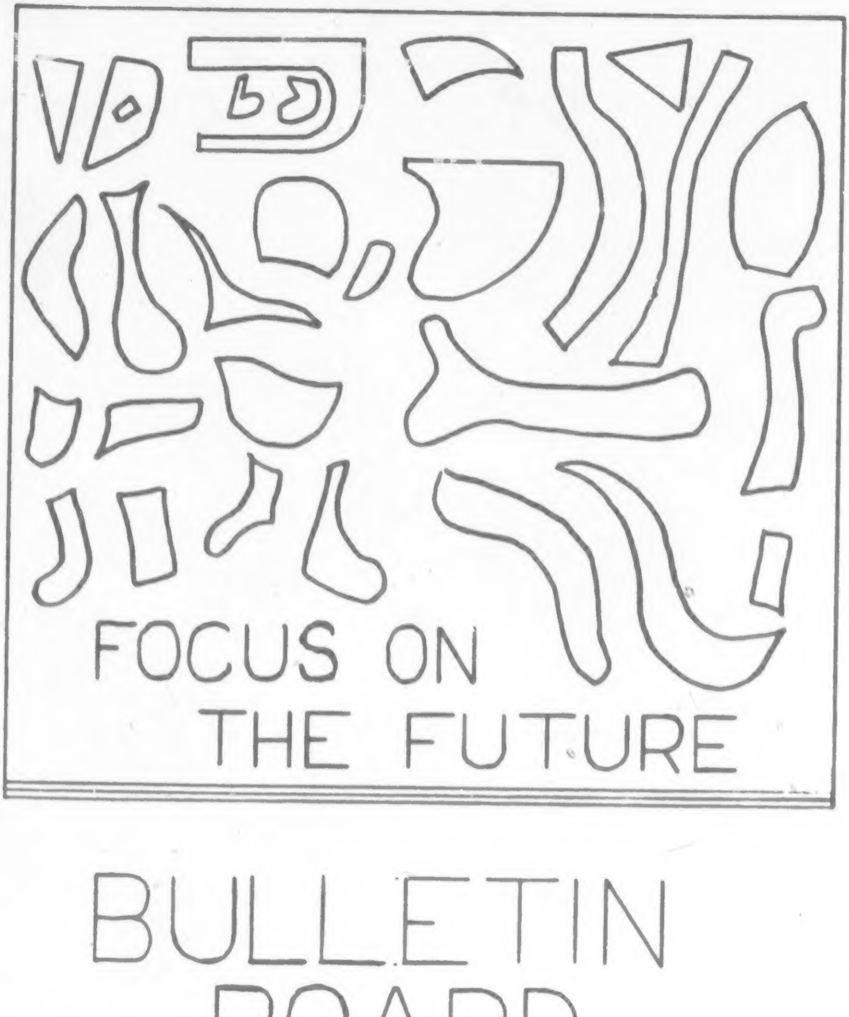
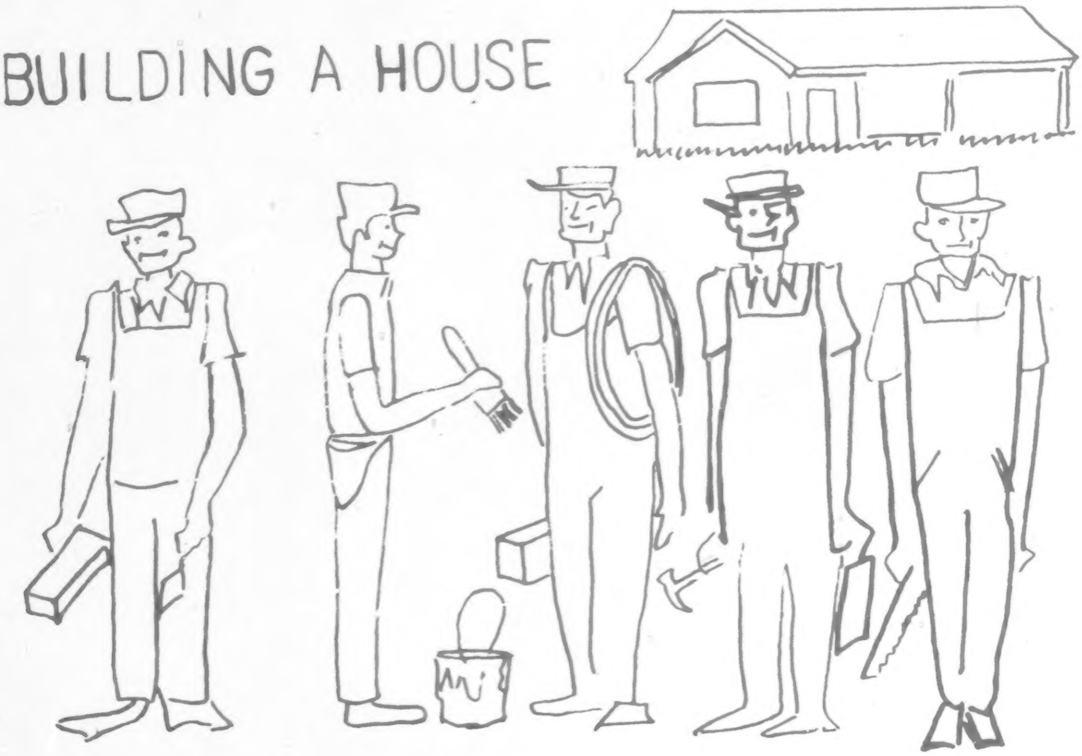
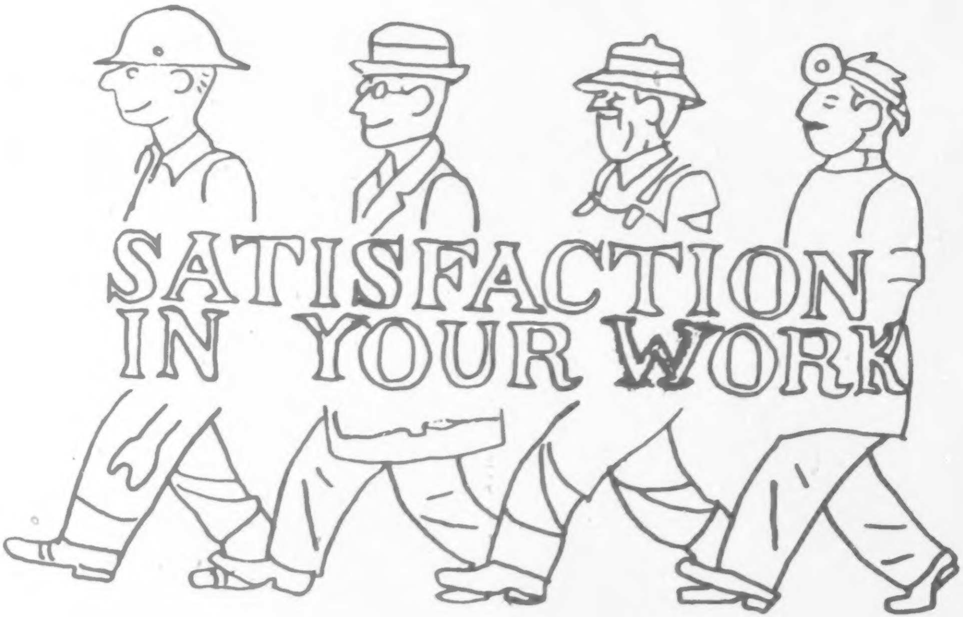
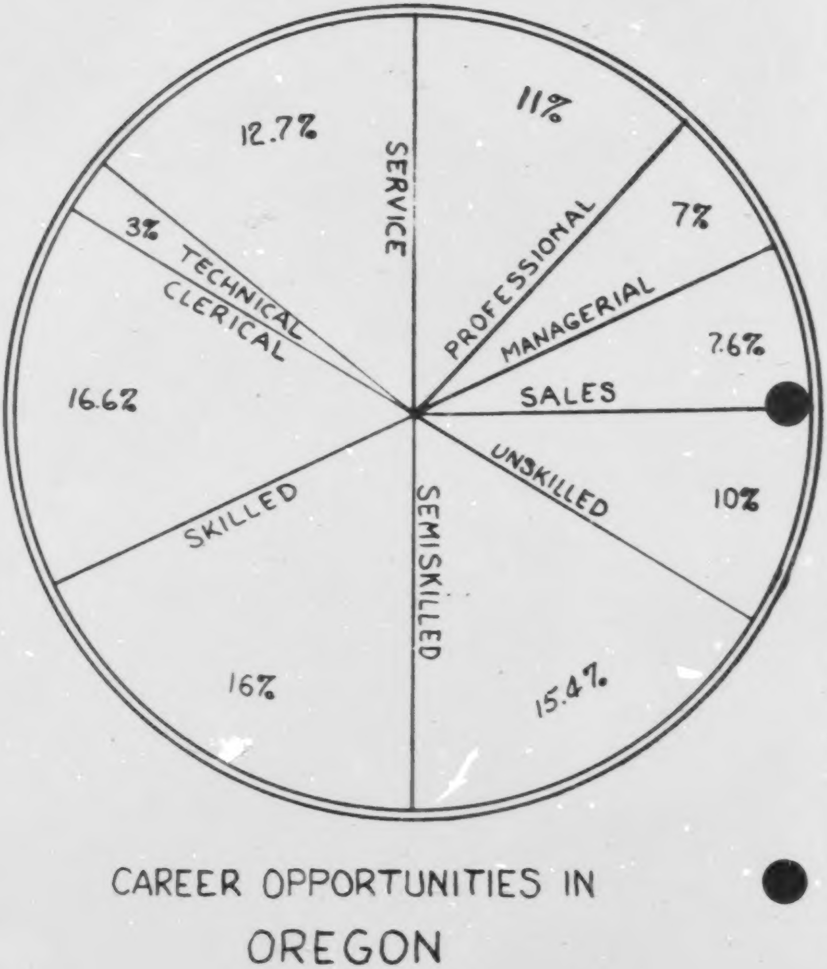


BULLETIN BOARD SECTION

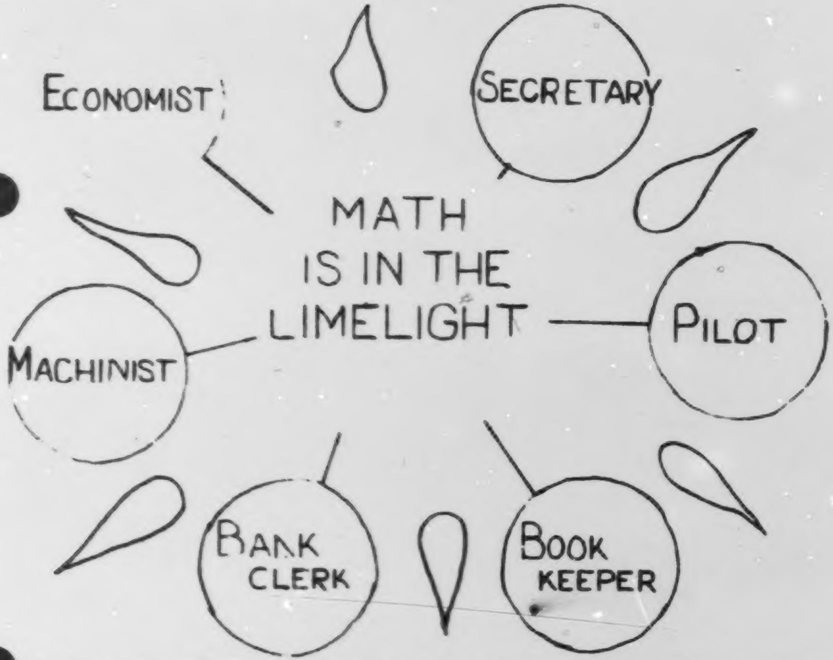
BUILDING A HOUSE

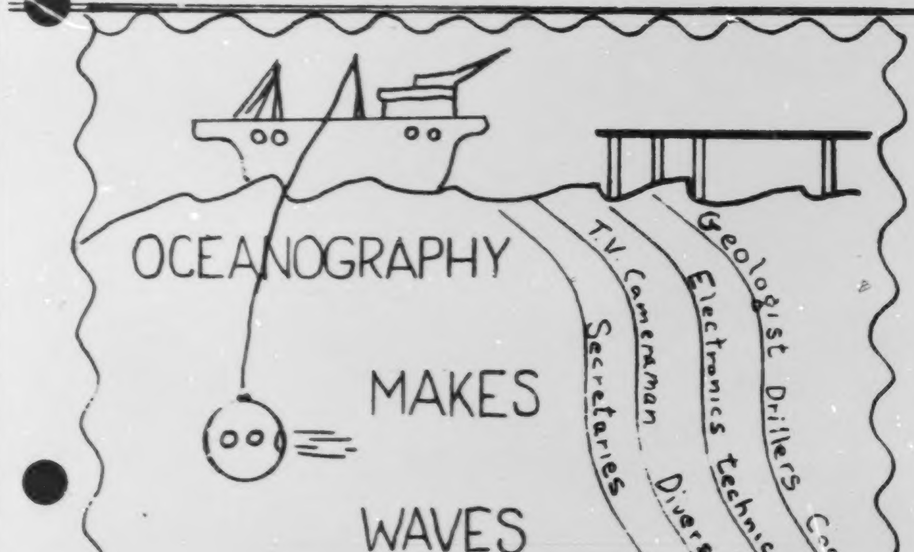



SATISFACTION
IN YOUR WORK



CAREER OPPORTUNITIES IN OREGON

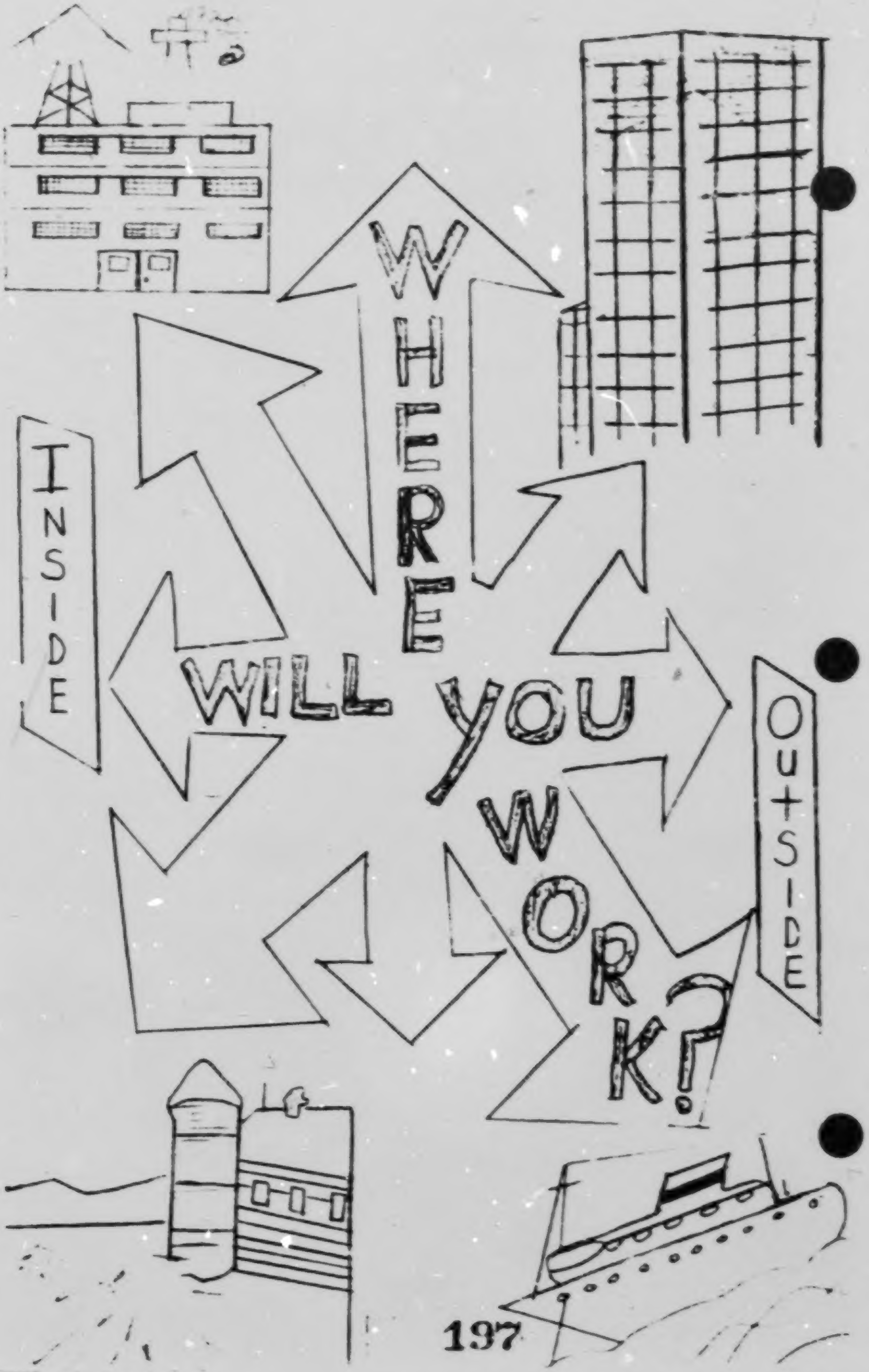

MATH IS IN THE LIMELIGHT
ECONOMIST
SECRETARY
PILOT
MACHINIST
BANK CLERK
BOOK KEEPER


OCEANOGRAPHY
MAKES
WAVES
Secretaries
T.V. Cameraman
Divers
Electronics technicians
Geologist Drillers
Cooks

? ? ?
INTERESTS
ABILITIES
WHERE AM I GOING?

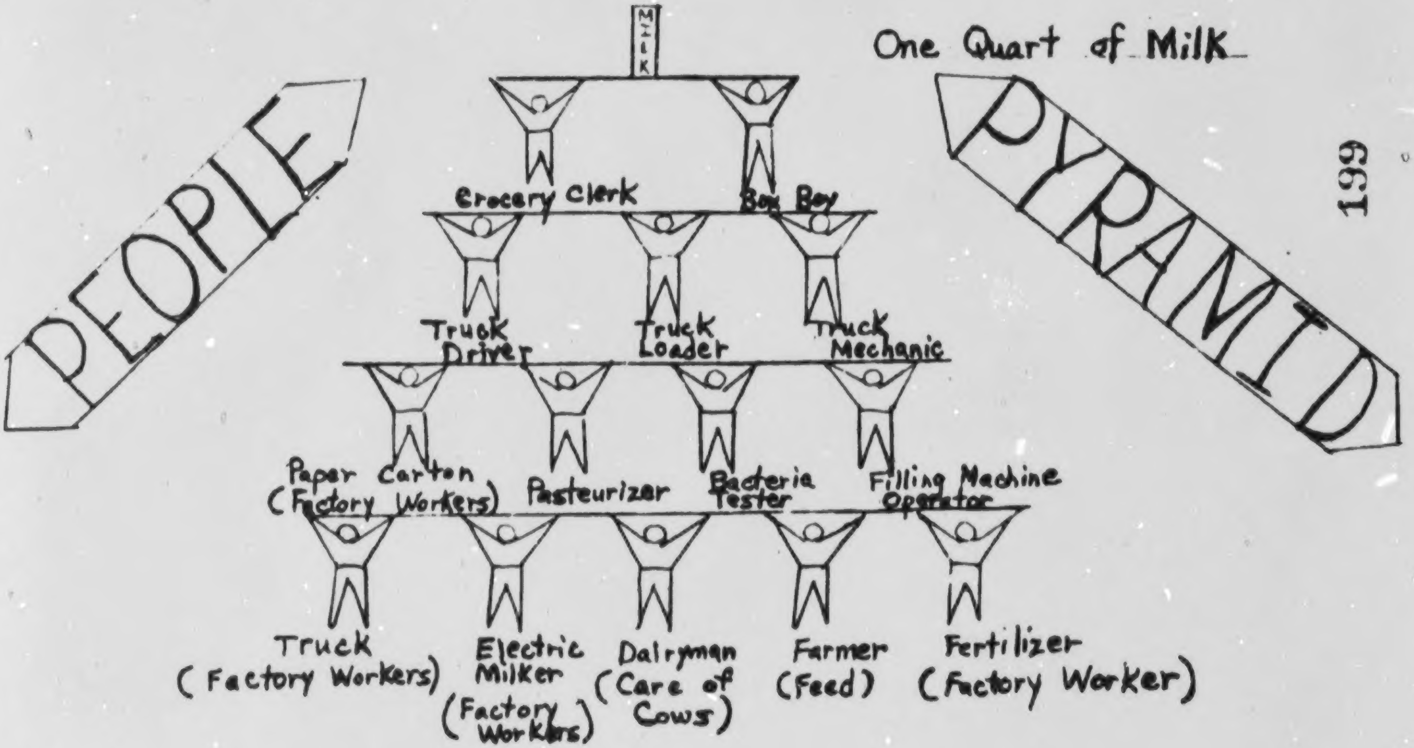
WHO
WHO
WHO
WHO
ARE
YOU?

Future Railroads
People
Pick A Track!
Things
Savings
Data
All Aboard!

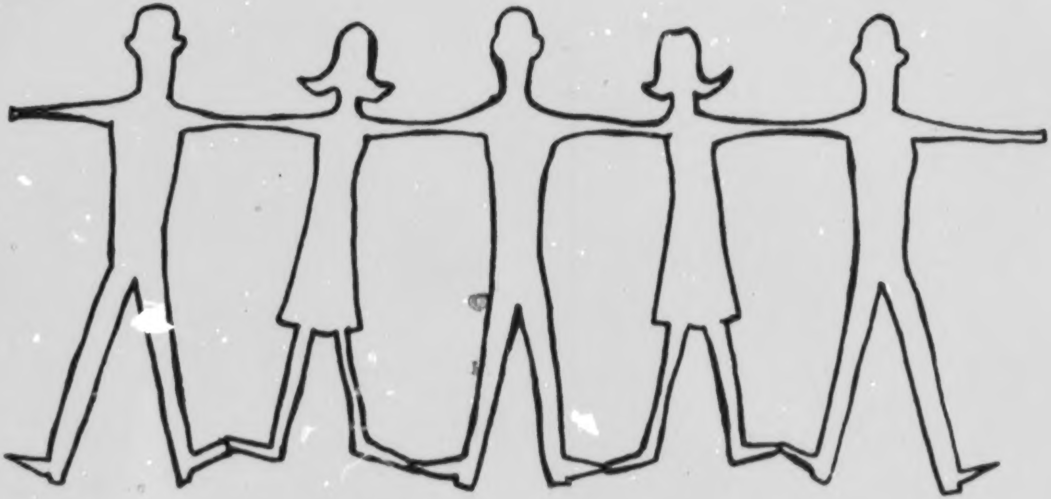

WHERE
WILL YOU WORK?
INSIDE
OUTSIDE

IT'S YOUR FUTURE
PREPARE FOR IT

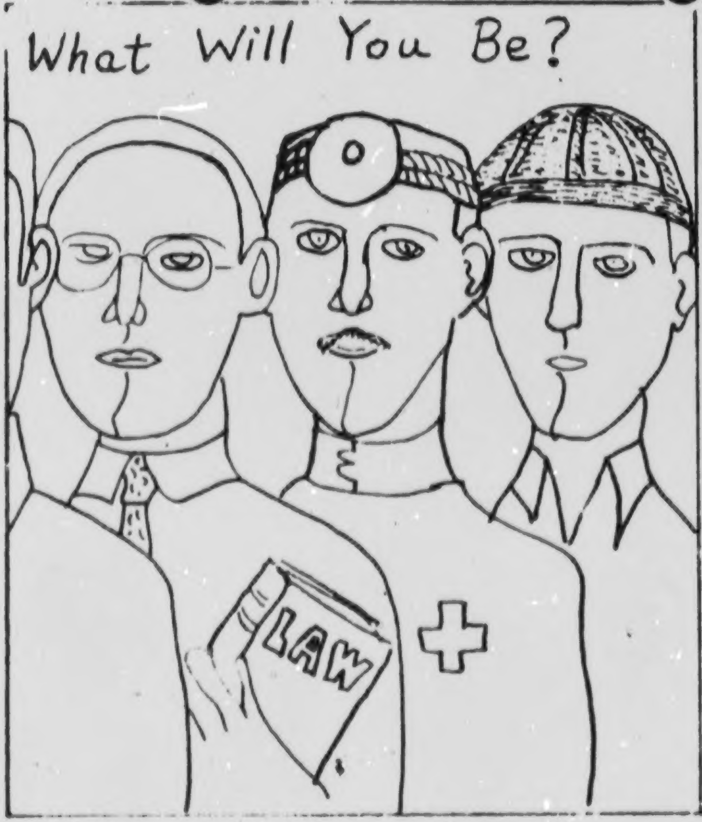
REACH FOR YOUR STAR
THROUGH VOCATIONAL GUIDANCE


One Quart of Milk
PEOPLE
PYRAMID
MILK
Grocery clerk
Bag Boy
Truck Driver
Truck Loader
Truck Mechanic
Paper Carton (Factory Workers)
Pasteurizer
Bacteria Tester
Filling Machine Operator
Truck (Factory Workers)
Electric Milker (Factory Workers)
Dairyman (Care of Cows)
Farmer (Feed)
Fertilizer (Factory Worker)

KNOW YOURSELF

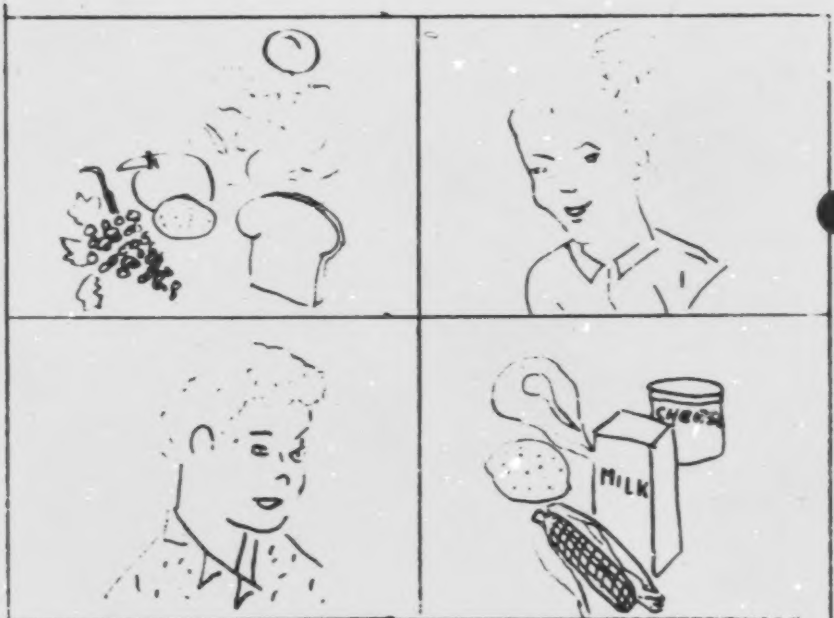


What Will You Be?



MY VALUES AND ATTITUDES

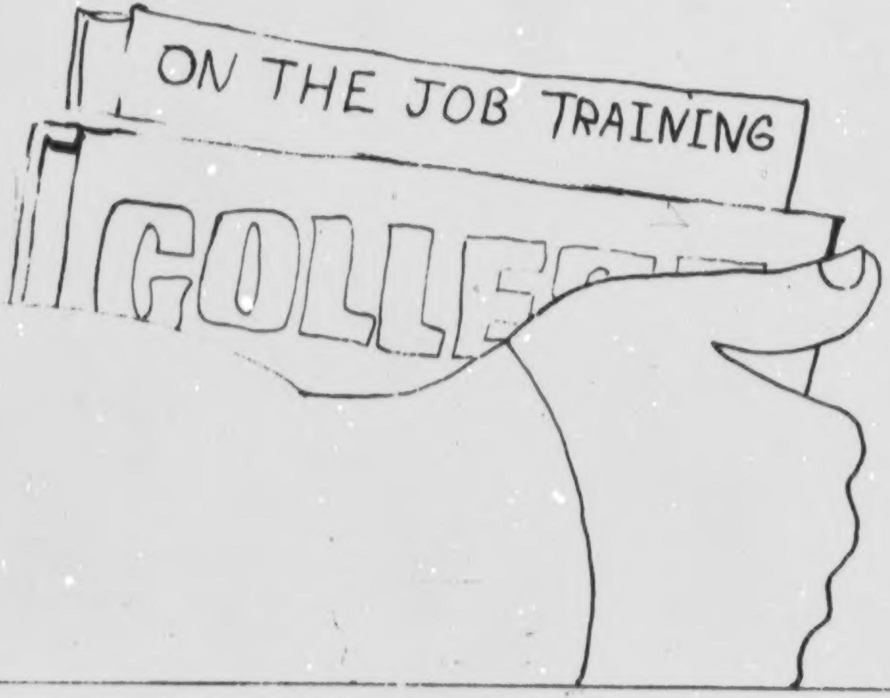
THE GROCERYMAN AND HIS HELPERS

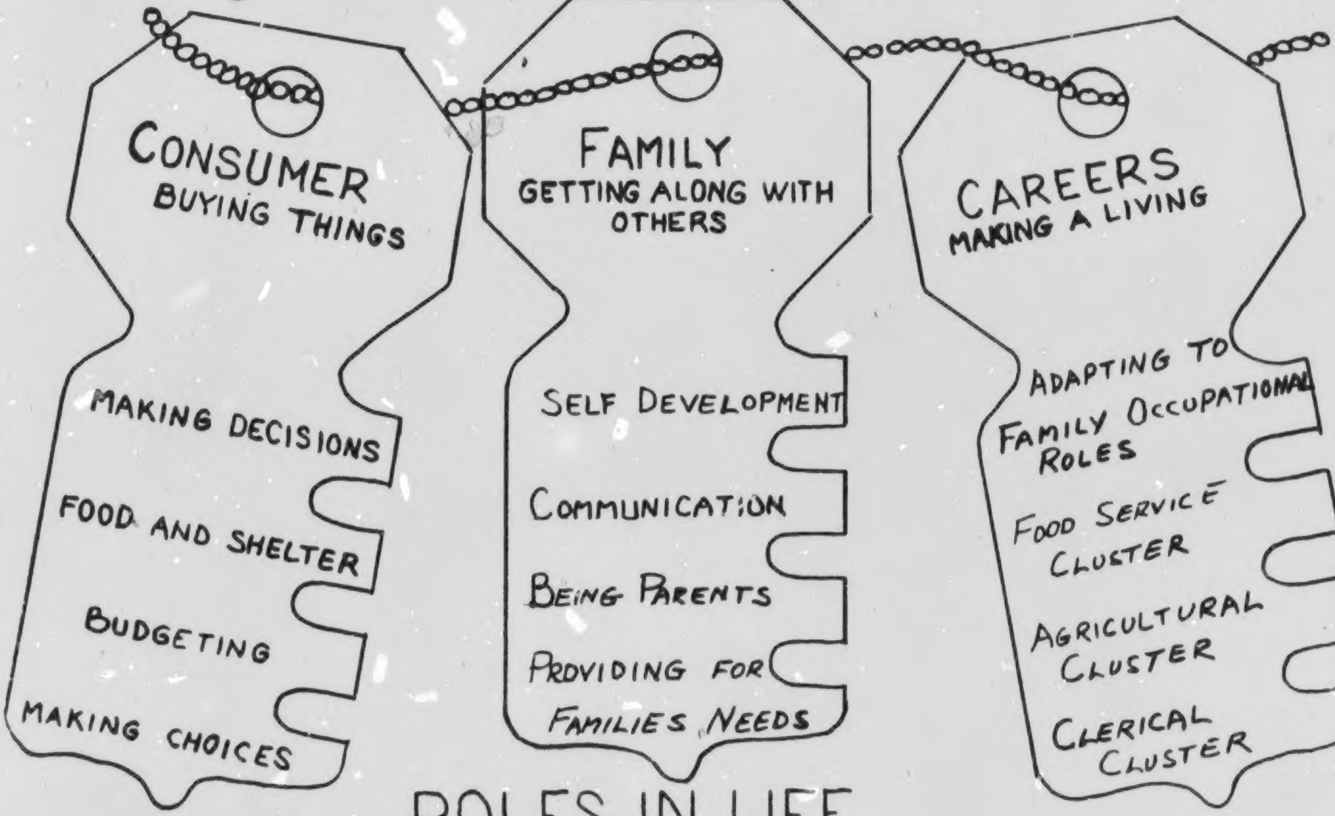


PREPARE YOURSELF PHYSICALLY

PREPARE YOURSELF MENTALLY

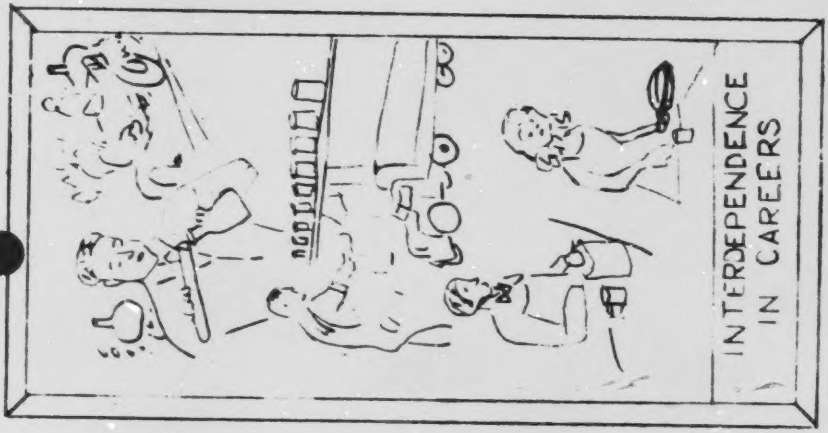
CHOICES





ROLES IN LIFE

Blue - 4 PACK


INTERDEPENDENCE IN CAREERS

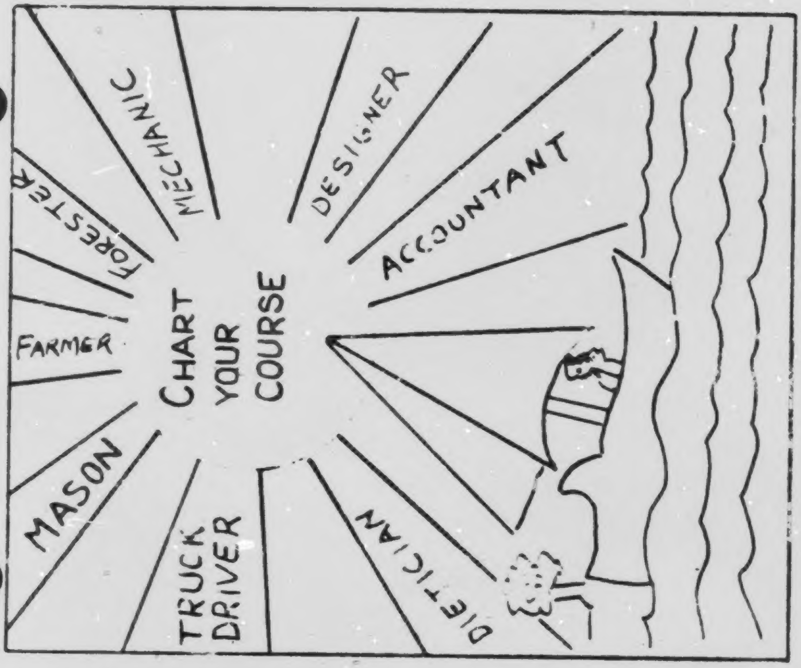
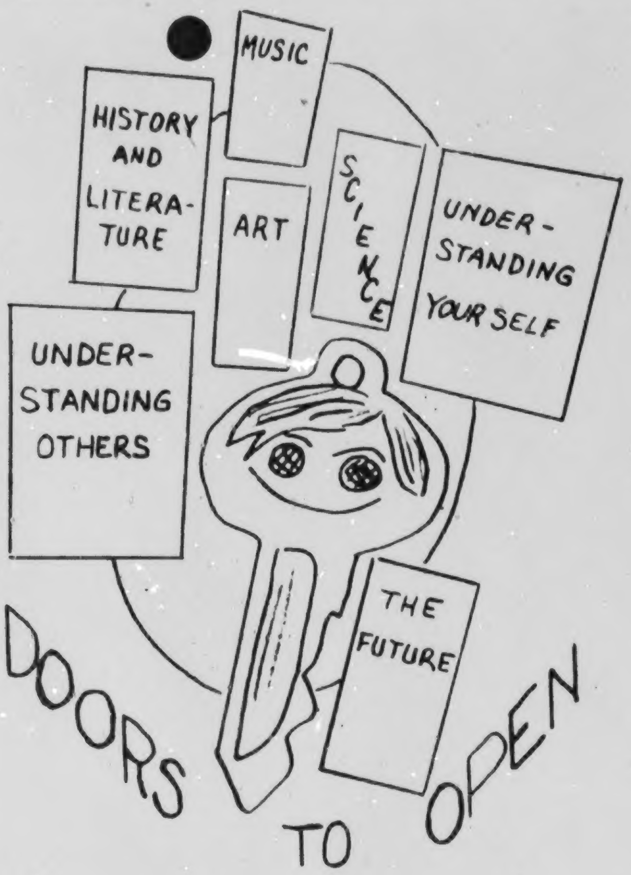
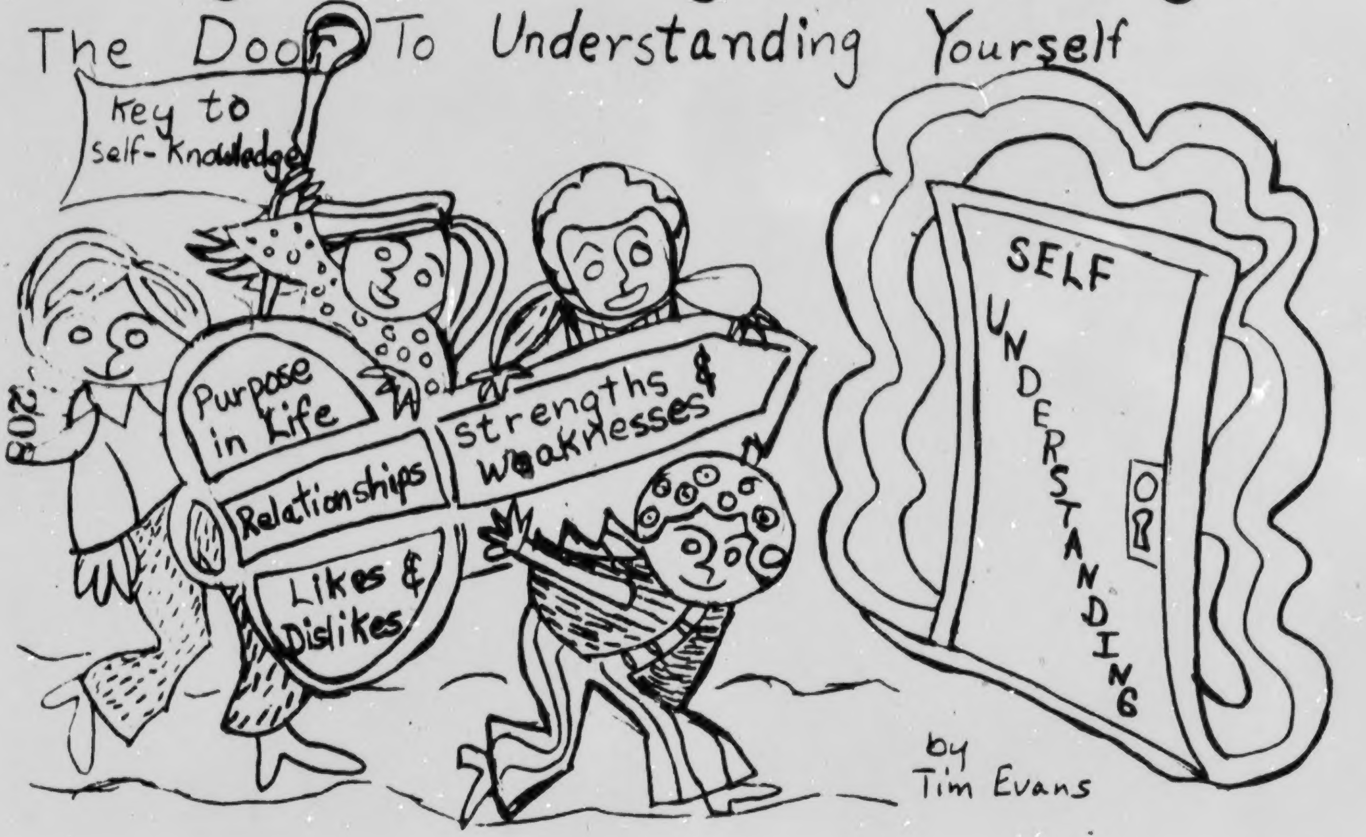


CHART YOUR COURSE
MASON
FARMER
FORESTER
MECHANIC
DESIGNER
ACCOUNTANT
TRUCK DRIVER
DIETICIAN


MUSIC
HISTORY AND LITERATURE
ART
SCIENCE
UNDER-STANDING YOUR SELF
UNDER-STANDING OTHERS
THE FUTURE
DOORS TO OPEN

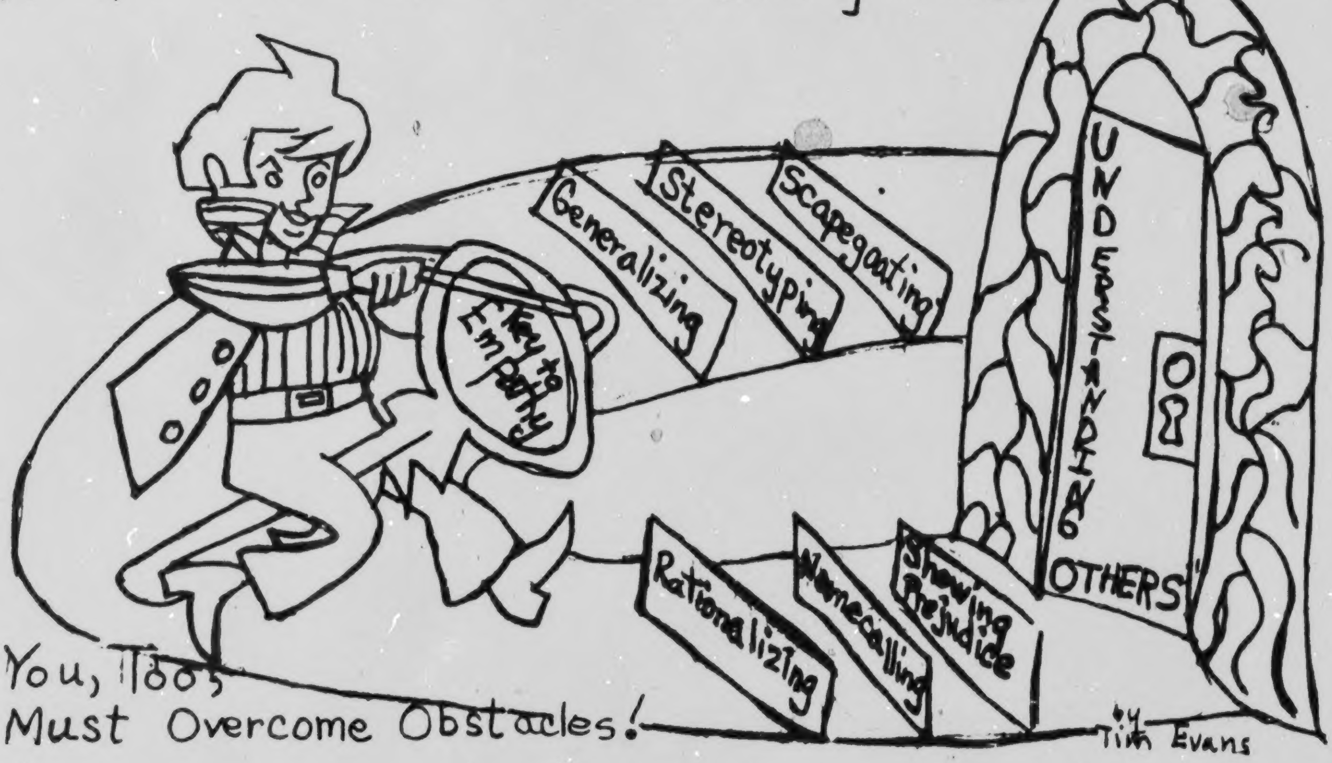
PREPARE YOURSELF
SOCIALLY

The Door To Understanding Yourself



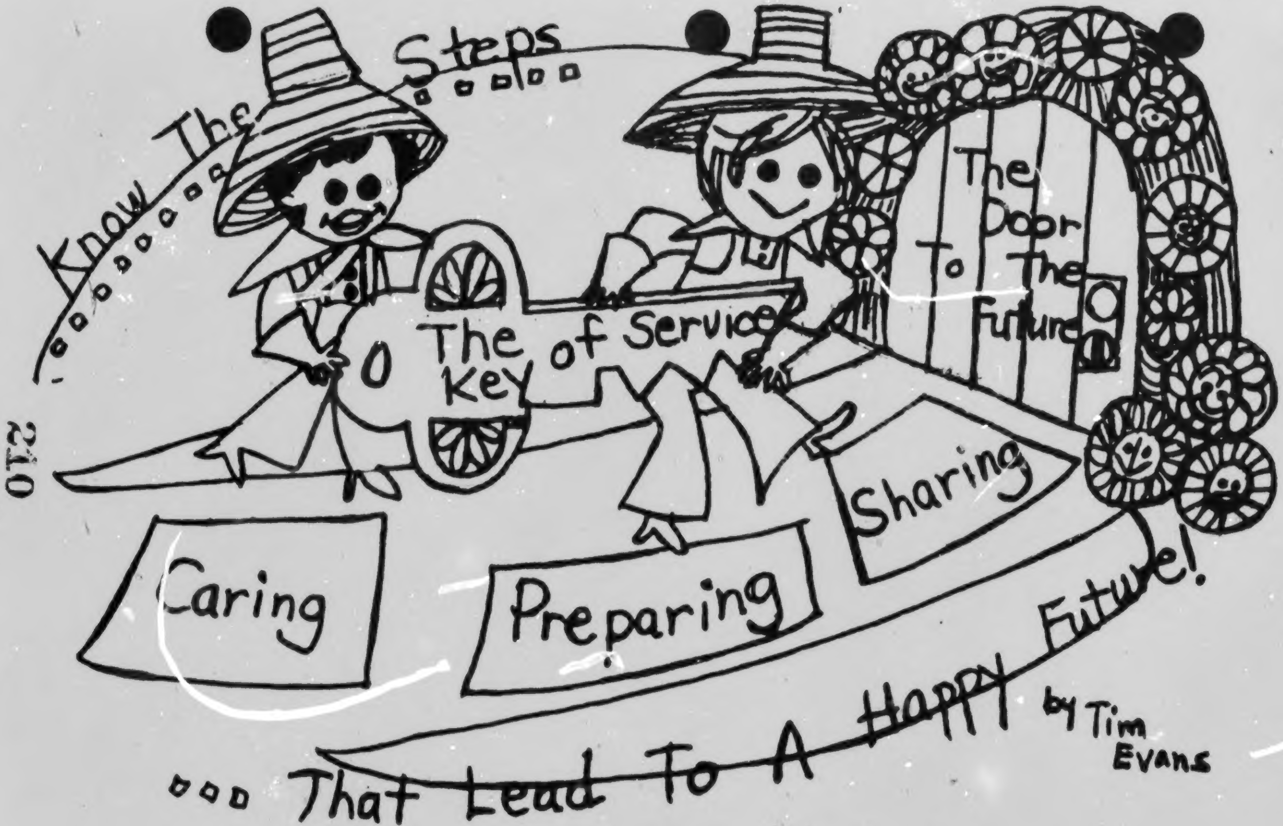
by
Tim Evans

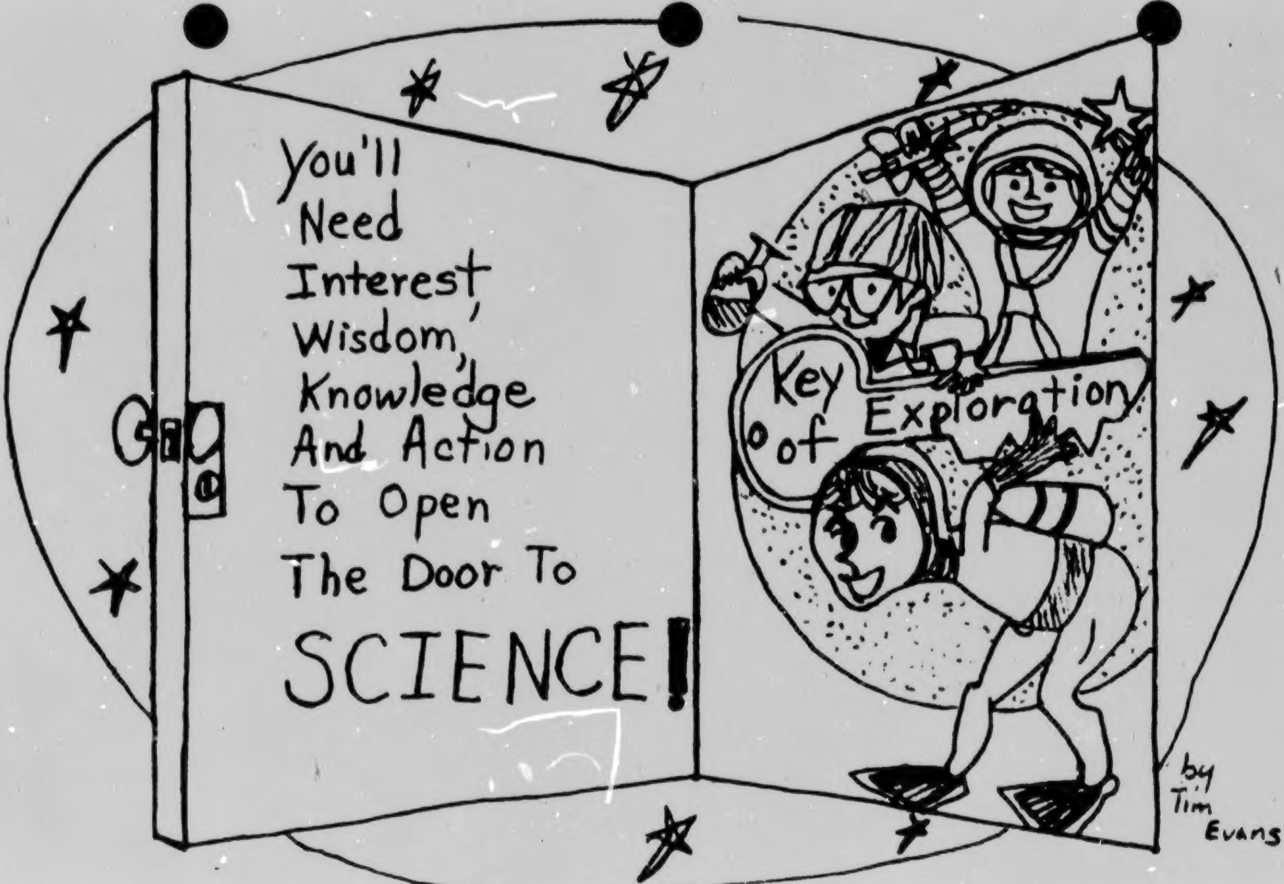
To Open The Door To Understanding Others. . .



You, Too, Must Overcome Obstacles!

by Tim Evans


Know The Steps
The Key of Service
The Door To The Future
Caring
Preparing
Sharing
... That Lead To A Happy Future!
by Tim Evans


You'll Need Interest, Wisdom, Knowledge And Action To Open The Door To SCIENCE!
Key of Exploration

by Tim Evans

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Be sure to check your school, also.

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OUTSIDE DISTRICT

Accounting

Accounting Careers Council
National Distribution Center
P.O. Box 650, Radio City Station,
New York, N.Y. 10019

American Institute of Certified
Public Accountants
666 Fifth Avenue
New York, N.Y. 10019

Actuary

Secretary, Casualty Acturaial Society
200 East 42nd Street
New York, N.Y. 10017

Institute of Life Insurance
277 Park Avenue
New York, N.Y. 10017

Advertising

The Advertising Federation of America
655 Madison Avenue
New York, N. Y. 10021

Public Affairs
American Association of
Advestising Agencies, Inc.
200 Park Avenue
New York, N.Y. 10017

Aerospace Engineer

Public Affairs Office
American Institute of Aeronautics
and Astronautics
1290 Avenue of the Americas
New York, N.Y. 10019

Agricultural Aid

Office of Personnel
U.S. Department of Agriculture
Washington, D.C. 20250

Agricultural Engineering

American Society of Agricultural Engineers
P.O. Box 229
St. Joseph, Michigan 49085

Agronomy

The American Society of Agronomy
677 South Segoe Road
Madison, WI 53711

Air Transportation

Air Transport Association of America
1000 Connecticut Avenue, N.W.
Washington, D.C. 20036

Aluminum Industry

The Aluminum Association
420 Lexington Avenue
New York, N.Y. 10017

Anthropology

The American Anthropological Association
1703 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Apparel Industry Occupation

American Apparel Manufacturers Association, Inc.
200 K. Street N.W.
Washington, D.C. 20006

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A.C. Bulletins Mailing List
Apprenticeship Information Center
1030 N.E. Couch St.,
Portland, Oregon 97232

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Archaeological Institute of America
260 West Broadway
New York, N.Y. 10013

Architects

The American Institute Of Architects
1785 Massachusetts Avenue
Washington, D.C. 20036

Art

Department of Public Information
Philadelphia College of Art
Broad and Pine Streets
Philadelphia, PA 19102

Asbestos and Insulating Workers

International Association of Heat & Frost
Insulators and Asbestos Workers
1300 Connecticut Avenue, N.W.
Washington, D.C. 20036

Astronomy

American Astronomical Society
211 FitzRandolph Road
Princeton, N.J. 08540

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Examiners for Washington D.C.
1900 E Street N.W.
Washington, D.C. 20415

Automobile Service and Salesmen

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230 North Michigan Avenue
Chicago, Illinois 60601

Automotive Service Industry Association
168 North Michigan Avenue
Chicago, IL 60601

National Automobile Dealers Association
2000 K Street N.W.
Washington, D.C. 20006

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320 East 43rd Street
New York, N.Y. 10017

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David Bachman, Roger Fisher,
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320 New Center Bldg.,
Detroit, Mich. 48202

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Department of Transportation
Federal Aviation Administration
Washington, D.C. 20590

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(Customer Service)
Western Airlines,
P.O. Box 92005
World Way Postal Center,
LosAngeles, California 90009

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Baking Industry

American Bakers Association
1700 Pennsylvania Avenue N.W.
Washington, D.C. 20006

Banking

Banking Education Committee
The American Bankers Association
90 Park Avenue
New York, N.Y. 10016

Barbering

Associated Master Barbers and
Beauticians of America
219 Greenwich Road, P.O. Box 17782
Charlotte, NC 28211

Beauty Culture

National Beauty Career Center
3839 White Plains Road
Bronx, N.Y. 10467

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(Tells about actual work, requirements & job opportunities)
Vocational Technical Division,
Department of Instruction,
Dover Deleware

Bellman

American Hotel and Motel Association
221 West 57th Street
New York, N.Y. 10019

Biochemistry

American Society of Biological Chemists
6950 Wisconsin Avenue, N.W.
Washington, D.C. 20014

Biologist

American Institute of Biological Sciences
3900 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Blacksmith & Boiler Maker

International Brotherhood of Boilermakers,
Iron Shipbuilders, Blacksmiths, Forgers and
Helpers
Eighth at State Avenue
Kansas City, Kans. 66101

Botany

Office of the Secretary
Botanical Society of America
Department of Botany
Indiana University
Bloomington, IN 47401

Bookkeeping Clerk

Bureau of Educational Assistance Programs
Division of Vocational And Technical Education
U.S. Office of Education
Washington, D.C. 20202

Building Trades

Associated General Contractors
of America, Inc.
1957 E Street, N.W.
Washington, D.C. 20006

American Federation of Labor & Congress of
Industrial Organizations
Building and Construction Trades Department
815 16th Street, N.W.
Washington, D.C. 20006

Business

Public Relations Department
Rochester Institute of Technology
Box 3404
Rochester, N.Y. 14614

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1957 E Street N.W.
Washington, D.C. 20006

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Newspaper Commics Council
260 Madison Avenue
New York, N.Y. 10016

Ceramics

Business Manager
The American Ceramic Society
4055 North High Street
Columbus, OH 43214

Chemical Engineers

American Institute of Chemical Engineers
345 East 47th Street
New York, N.Y. 10017

Chemistry

Manufacturing Chemists Association
1825 Connecticut Avenue, N.W.
Washington, D.C. 20009

American Chemical Society
1155 16th Street, N.W.
Washington, D.C. 20036

Chiropractors

American Chiropractic Association
American Building
2200 Grand Avenue
P.O. Box 1535
Des Moines, Iowa 52805

Career Opportunities
Columbia Institute of Chiropractic
261 West 71st Street
New York, N.Y.

City and Regional Planner

American Institute of Planners
917 Fifteenth Street, N.W.
Washington, D.C. 20005

Civil Engineers

American Society of Civil Engineers
345 East 47th Street
New York, N.Y. 10017

Clerical and Related Occupations

Division of Vocational and Technical Education
Bureau of Adult Vocational and Library Program
U.S. Office of Education
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Conservation

Soil Conservation Service
U.S. Department of Agriculture
Washington, D.C. 20250

Bureau of Land Management
Denver Service Center
Federal Center Building 50
Denver, Colorado 80225

Conservation (continued)

Making Rural & Urban Use Decisions
Soil Conservation Society of America
7515 N.E. Ankeny Road,
Ankeny, Iowa 50021 (75¢)

Construction

Assistant Director of Education
General Building Contractors Association, Inc.
Suite 1212, #2 Penn Center Plaza
Philadelphia, PA 19102

International Hod Carriers' Building
and Common Laborers' Union of America
905 16th Avenue
Washington, D.C. 20006

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Opportunities for You!
Oregon-Columbia Chapter,
1008 N.E. Multnomah
Portland, Oregon 97232

Consumer Finance

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National Consumer Finance Association
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Association
1530 North Lake Shore Drive
Chicago, IL 60610

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Association
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Data Processing Management Association
505 Busse Highway
Park Ridge, IL 60068

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3801 Mt. Vernon Avenue
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Dentistry

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, IL 60611

Dietitians

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Chicago, IL 60611

Driving Occupations

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1616 P Street NW
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The National Institute of Dry Cleaning
909 Burlington Avenue
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Association
1220 18th Street, N.W.
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Portland, Oregon

Electronic Industries Association
2001 Eye Street NW
Washington, D.C. 20006

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Engineers Council for Professional Development
345 East 47th Street
New York, N.Y. 10017

National Society of Professional Engineers
2029 K Street, N.W.
Washington, D.C. 20006

FBI Special Agents

The Federal Bureau of Investigation
U.S. Department of Justice
Washington, D.C. 20535

Fire Fighter - Fire Protection Engineering

International Association of Fire Fighters
905 16th Street, N.W.
Washington, D.C. 20006

Society of Fire Protection Engineers
60 Batterymarch Street
Boston, Mass. 02110

Fishing

Fisheries as a Profession
American Fisheries Society
1040 Washington Building
15th Street & New York Avenue, NW
Washington, D.C.

Food Processing - Food Retailing

Institute of Food Technologists
Suite 2120, 221 North LaSalle Street
Chicago, IL 60611

National Association of Food Chains
1725 Eye Street, N.W.
Washington, D.C. 20006

Forestry - Forestry Aid

U.S. Department of Agriculture, Forest Service
Washington, D.C. 20250

American Forestry Association
919 17th Street
Washington, D.C. 20006

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wood products)
Western Wood Products Association
Yeon Building
Portland, Oregon 97204

North Pacific Lumber Co.
Welcome to North Pacific Lumber Co.
North Pacific Lumber Co.,
1505 S.E. Gideon,
Portland, Oregon

Foundryman

Foundry Educational Foundation
1138 Terminal Tower
Cleveland, OH 44113

Furniture Upholsterers

Upholsterers International Union of
North America
1500 North Broad Street
Philadelphia, PA 19121

Gemology

Gemology as a Career
Gemological Institute of America,
11940 San Vincente Boulevard, Los Angeles, Calif.
90049

Gas-Appliance Servicemen

Public Relations Department
Gas Appliance Manufacturers Association
1901 North Fort Nyer Drive
Arlington, Virginia 22209

Geography

Association of American Geographers
1146 16th Street, N.W.
Washington, D.C. 20036

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American Geological Institute
2201 N Street, N.W.
Washington, D.C. 20037

Graphics

Educational Council of the
Graphic Art Industry, Inc.
4615 Forbes Avenue
Pittsburgh, PA. 15213

Guidance and Counseling

American School Counselor Association
1607 New Hampshire Avenue
Washington, D.C. 20009

Health Occupations

Pfizer Laboratories
Public Relations Department
235 East 42nd Street
New York, N.Y. 10017

American College of Hospital Administrators
840 North Lake Shore Drive
Chicago, IL 60611

U.S. Government Printing Office
Health Careers Guidebook
Supt. of Documents
U.S. Printing Office
Washington, D.C. 20402 $1.50

The Challenge of Health Research
(Research labs and how to get involved)
Metropolitan Life
600 Stockton Street
San Francisco, California 94120

Home Economist

American Home Economics Association
1600 Twentieth Street, N.W.
Washington, D.C. 20009

Horticulture

American Society for Horticulture Science
P.O. Box 109
St. Joseph, Mich. 49085

Hotel Occupations

American Hotel and Motel Association
888 Seventh Avenue
New York, N.Y. 10019

Household Workers

BEST COPY AVAILABLE

National Committee on
Household Employment
1346 Connecticut Avenue, NW
Washington, D.C. 20036

Industrial Designers

Industrial Designers Society
of America
60 West 55th Street
New York, N.Y. 10019

Instrument Repairman

Instrument Society of America
530 William Penn Place
Pittsburgh, PA 15200

Insurance

Insurance Information Institute
110 William Street
New York, N.Y. 10038

Careers in Life & Health Insurance

The Institute of Life Insurance
277 Part Avenue
New York, N.Y. 10017

Interior Designer's and Decorators

National Society of Interior Designers, Inc.
Suite 700
157 West 57th Street
New York, N.Y. 10019

Jeweler

Retail Jewelers of America, Inc.
711 14th Street, N.W.
Washington, D.C. 20005

Director of Affiliate Services
Retail Jewelers of America, Inc.
1025 Vermont Avenue, N.W.
Washington, D.C. 20005

Health Occupations

Pfizer Laboratories
Public Relations Department
235 East 42nd Street
New York, N.Y. 10017

American College of Hospital Administrators
840 North Lake Shore Drive
Chicago, IL 60611

U.S. Government Printing Office
Health Careers Guidebook
Supt. of Documents
U.S. Printing Office
Washington, D.C. 20402 $1.50

The Challenge of Health Research
(Research labs and how to get involved)
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600 Stockton Street
San Francisco, California 94120

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1600 Twentieth Street, N.W.
Washington, D.C. 20009

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St. Joseph, Mich. 49085

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New York, N.Y. 10019

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1346 Connecticut Avenue, NW
Washington, D.C. 20036

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60 West 55th Street
New York, N.Y. 10019

Instrument Repairman

Instrument Society of America
530 William Penn Place
Pittsburgh, PA 15200

Insurance

Insurance Information Institute
110 William Street
New York, N.Y. 10038

Careers in Life & Health Insurance
The Institute of Life Insurance
277 Part Avenue
New York, N.Y. 10017

Interior Designer's and Decorators

National Society of Interior Designers, Inc.
Suite 700
157 West 57th Street
New York, N.Y. 10019

Jeweler

Retail Jewelers of America, Inc.
711 14th Street, N.W.
Washington, D.C. 20005

Director of Affiliate Services
Retail Jewelers of America, Inc.
1025 Vermont Avenue, N.W.
Washington, D.C. 20005

Journalism

American Newspaper Publishers Association
750 Third Avenue
New York, N.Y. 10017

Sigma Delta Chi
Professional Journalistic Society
3[illegible] East Waker Drive
Chicago, IL 60601

Landscaping

American Association of Nurserymen, Inc.
835 Southern Building
Washington, D.C. 200005

Lawyers

The American Bar Association
1155 East 60th Street
Chicago, IL 60637

Library Assistant

American Library Association
50 East Huron Street
Chicago, IL 60603

Library Assistant

Special Librarian (Describes the different careers within the field of library work)
Special Libraries Association,
235 Park Avenue, South New York, New York

Machinist Occupations

The National Machine Tool Builders Association
2139 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Management

American Management Association
The American Management Association Building
135 West 50th Street
New York, N.Y. 10020

Manufacturing

Lux, Donald G. and Willis E. Ray,
The World of Manufacturing
The Ohio State University Research
Foundation, 1970

Manufacturing Engineer

American Society of Tool & Manufacturing
Engineers
20501 Ford Road
Dearborn, Mich. 48128

Market Research Worker

American Marketing Association
230 North Michigan Avenue
Chicago, IL 60601

Mathematician

American Mathematical Society
Post Office Box 6248
Providence, RI 02904

Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, Mich. 48202

Mechanics

International Union, United Automobile
Aerospace and Agricultural Implement
Workers of America
8000 East Jefferson Ave.
Detroit, Mich. 48214

National Automobile Dealers Association
2000 K street N.W.
Washington, D.C. 20006

International Association of Machinists
and Aerospace Workers
1300 Connecticut Avenue, N.W.
Washington, D.C. 20036

Public Relations Staff
General Motors Building*
3044 West Grand Boulevard
Detroit, Mich. 48202

Medical Assistant

American Medical Association
535 North Dearborn Street
Chicago, IL 60610

Medical Laboratory

American Society of Clinical Pathologists
Registry of Medical Technologists
P.O. Box 4872
Chicago, IL 60680

Medical Laboratory Assistants

Secretary, Board of Certified
Laboratory Assistants
9500 South California Avenue
Evergreen Park, IL 60642

Medical Record Librarians

The American Association of
Medical Record Librarians
875 N. Avenue
Suite 1850
Chicago, IL 60611

Medical Technologists

American Society of Medical Technologists,
Suite 1600
Hermann Professional Building
Huston, TX 77025

Medicine

Council on Medical Education
American Medical Association
535 North Dearborn Street
Chicago, IL 60610

emorial Service

National Funeral Directors Association
135 West Wells Street
Milwaukee, Wis. 53203

Meteorological Society

American Meteorological Society
45 Beacon Street
Boston, Mass. 02108

Metallurgy

The Metallurgical Society of AIME
345 East 47th Street
New York, N.Y. 10017

Microbiology

The American Society for Microbiology
1913 Eye Street, N.W.
Washington, D.C. 20006

Military

Study..Learn..Build..for your Future
(expanding your education)
Army Opportunities,
Department 400
Hampton, Virginia 23369

Start as an Officer
(Opportunities, education & travel)
Army Opportunities,
Department 400
Hampton, Virginia 23369

Mineral Industry

American Institute of Mining, Metallurgical
and Petroleum Engineers
345 East 47th Street
New York, N.Y. 10017

Modeling

Modeling Association of America
Office of the Executive Director
35 West 53rd Street
New York, N.Y. 10019

Multiple Listing

B'nai B'rith Vocational Service Catalog
B'nai B'rith Vocational Service,
1640 Rhode Island Ave., N.W.
Washington, D.C. 20036

CORE Resource Guides
Multi listing
School of Education
Oregon State University
Corvallis, Oregon

Multiple Listing (continued)

Current Career Information - NVGA Bibliography
National Vocational Guidance Assn., 1969, $2.00
Publication Sales, American Personnel & Guidance Assn.
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

Eisen, Goodman & Feingold
A "Starter" File of Free Occupations Literature
B'nai B'rith Vocational Service
1640 Rhode Island Ave., N.W.
Washington, D.C. 20036 (1970 Small Charge)

Elementary Catalog for Grades K-8
Guidance Associates,
Pleasantville, N.Y. 10570 (Free)

Exploring Occupations
Department of Public Instructors,
Dover, Deleware (Teacher manual to implement - Gr. 4-6)

Jobs, Jobs, Jobs, Which One For You
U.S. Department of Labor,
Bureau of Labor Statistics,
Washington, D.C. 20212

Occupational Education Catalog, 1971
(Informational media available)
McGraw-Hill Book Company
330 West 42nd Street
New York, N.Y. 10036

Oregon Bureau of Labor Bulletins
Multi listings including:
Service to Working Oregonians
Oregon Bureau of Labor
473 State Office Bldg.
1400 S.W. Fifth Ave.
Portland, Oregon

Pacific Northwest Bell Speakers
Freddie Herbert,
VIPS Coordinator,
Child Service Center
Portland, Oregon 97212

SRA Kit. Dimensions in Readiness:
Manpower & Natural Resources
Grades 4-6 $74.25 SRA
SRA, Neil Schroeder,
15200 S.W. 133rd St.
Tigard, Oregon 97223

SRA Kit. Focus on Self - Primary level Unit 1
$95.00
SRA, Neil Schroeder
15200 S.W. 133rd St.
Tigard, Oregon 97223

SRA Kit - Occupational Kits - Occupational Tools
Grades 6-8. $130.00 SRA,
SRA, Neil Schroeder
15200 S.W. 133rd St.
Tigard, Oregon 97223

SRA Kit - Work-Widening Occupational Roll Kit
Grades 6-9. $158.50
SRA, Neil Schroeder,
15200 S.W. 133rd St.
Tigard, Oregon 97223

U.S. Government Printing Office
Mailing List Free
Supt. of Documents,
Washington, D.C. 20402
(Small charge for each publication ordered)

Universal Educational & Visual Arts
Lets Talk About series. 10 film loops,
#5776-5785, 20 cents each - Grades K-8
Stanfield & Associates
1270 S.W. Pacific Hwy.,
Portland, Oregon

Multiple Listing (continued)

Youth Opportunity Center Materials
Multi listings
YOC - Career Information
25 N.E. 11th
Portland, Oregon

Musicians and Music Teachers

National Association of Schools of Music
1501 New Hampshire Avenue NW
Washington, D.C. 20036

ASCAP the Facts
American Society of Composers, Authors & Publishers
575 Madison Avenue
New York, N.Y. 10022

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Newspaper Reporting and Publishing

American Newspaper Publishers Association
750 Third Avenue
New York, N.Y. 10017

Theta Sigma Phi
106 Lantern Lane
Austin, TX 78731

Newspaper Reporting and Publishing

Finding a Successful Career in the Daily
Newspaper Business; Activate your Classroom
with Newspapers; the Newspaper in your classroom;
Newspaper Learning Package
John B. McKenna (circulation)
The Oregonian,
1320 Broadway Portland, Oregon 97201

Nuclear Scientist

Division of Public Information
Atomic Energy Commission, D.C.
Washington, D.C. 20545

Nursing

American Hospital Association
840 North Lake Shore Drive
Chicago, IL 61611

(salaries, qualifications, advantages and disadvantages) Mary Floyd, Patricia Heather, Dorothy Smith, Vocational - Technical Division, Department of Public Instruction, Dover, Delaware

Nursing

Practical, Aid and Orderly

National League for Nursing
10 Columbus Circle
New York, N.Y. 10019

Oceanographers

The International Oceanographic Foundations
10 Rickenbacker Causeway,
Virginia Key
Miami, FL 33149

American Society for Oceanographers
A Department of the Marine
Technology Society
1730 N Street, N.W., Suite 412
Washington, D.C. 20036

Office-Machine Serviceman

Business Machine and Office Appliance
Mechanics (I.U.E.)
International Headquarters
160 Fifth Avenue, Room 912
New York, N.Y. 10010

Office Worker

Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, Mich. 48020

Offset Pressman

Graphic Arts Technical Foundation
4615 Forbes Avenue
Pittsburgh, PA 15213

Oil Industries

Standard Oil Company,
1318 4th Avenue,
Seattle, Washington, 98101

The Lamp
Standard Oil Co.(New Jersey),
30 Rockefeller Plaza,
New York, N.Y.   10020. Free.

Going Places in Oil
American Petroleum Institute,
1801 K Street N.W.
Washington, D.C.   20006

Going Places in Oil (posters)
American Petroleum Institute,
1801 K Street, N.W.
Washington, D.C.   20006

Operating Engineers

International Union of Operating Engineers
1125 17th Street NW
Washington, D.C.   20036

Opticians

American Optical Company
Box 1
Southbridge, Mass.   01551

Optometry

American Optometric Association
7000 Chipewa Street
St. Louis, MO 63119

Osteopathic Physicians

American Osteopathic Association
212 East Ohio Street
Chicago, Ill.   60611

Painter

Painting and Decorating Contractors
Association of America
2625 West Peterson Avenue
Chicago, IL   60605

Paper Industry

American Paper Institute
260 Madison Avenue
New York, N.Y.   10016

Parole and Probation

NCCD Information Center Librarian
National Council on Crime Librarian
44 East 23rd Street
New York, N.Y.   10010

Pathologist-Speech and Audiologists

American Speech and Hearing Association
9030 Old Georgetown Road
Washington D.C.   20014

Personnel Work

American Management Association
135 West 50th Street
New York, N.Y.   10020

Pharmacists

American Pharmaceutical Association
2215 Constitution Avenue N.W.
Washington, D.C.   20006

This is the Profession of Pharmacology
(careers, qualification, education)
Executive Officer
American Society for Pharmacology and Experimental Therapeutics
9650 Rockville Pike,
Bethesda, Maryland

Photoengravers-Photographers

American Photoengravers Association
166 West Van Buren Street
Chicago, IL 60604

Professional Photographers of America, Inc.
1090 Executive Way Oak Leaf Commons
Des Plaines, IL 60018

Physicists

American Institute of Physics
335 East 45th Street
New York, N.Y. 10017

Interagency Board of U.S. Civil Services
Examiners for Washington, D.C.
1900 E Street, N.W.
Washington, D.C. 20415

Physiology

American Physiological Society
9650 Rockville Pike
Bethesda, MD 20014

Planning

American Institute of Planners
917 Fifteenth Street N.W.
Washington, D.C. 20005

Plasterer

Bricklayers, Masons and Plasterer's
International Union of America
815 15th Street, NW
Washington, D.C. 20005

Podiatrists

American Podiatry Association
3301 16th Street NW
Washington, D.C. 20010

Policeman

International Association of Chiefs of Police
1319 18th Street N.W.
Washington, D.C. 20036

Printing Occupations

Printing Industries of America, Inc.
5223 River Road
Washington, D.C. 20016

International Typographical Union
P.O. Box 157
Colorado Springs, Col. 80901

American Newspaper Publishers Association
750 Third Ave.
New York, N.Y. 10017

Education Council of The Graphic
Arts Industry, Inc.
4615 Forbes Ave.
Pittsburgh, PA 15213

International Printing Pressmen and
Assistant's Union of North America
1730 Rhode Island Avenue
Washington, D.C. 20036

Programmers

Data Processing Management Association
524 Busse Highway
Park Ridge, IL 60068

Psychiatry

Roche Laboratories
Division of Hoffman-LaRoche, Inc.
Rutley, NJ 07110

Psychologists

American Psychological Association
1200 17th Street NW
Washington, D.C. 20036

The Psychological Corp
304 E. 45th Street
New York, N.Y. 10017
(The Psychological Corp. Test Catalog)

Public Relations

Career Guidance
Public Relations Society of America
845 Third Avenue
New York, N.Y. 10022

Public Servant

U.S. Civil Service Commission
8th and F Streets, N.W.
Washington, D.C. 20415

Purchasing Agent

National Association of Purchasing Management
11 Park Place
New York, N.Y. 10007

A

Radio

National Association of Broadcasters
1771 N Street, N.W.
Washington, D.C. 20036

Radiologists

The American Society of Radiologic Technologi
645 N Michigan Avenue, Room 620
Chicago, IL 60611

The American Registry of
Radiologic Technologists
2600 Wayzata Boulevard
Minneapolis, Minnesota 55405

Railroad Occupations

Association of American Railroads
Transportation Building
Washington, D.C. 20006

Range Managers

American Society of Range Management
Box 13302
Portland, OR 97213

Real Estate Brokers, Salesmen

National Association of Real Estate Boards
Department of Education
155 East Superior Street
Chicago, IL 60611

Recreation

National Recreation and Park Association
Professional Development Service
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

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Refrigeration Mechanic

Refrigeration Service Engineers Society
433 North Waller Avenue
Chicago, IL 60644

Rehabilitation Services

American Speech and Hearing Association
1001 Connecticut Avenue, NW.
Washington, D.C. 20006

Retailing

U.S. Department of Commerce
Washington, D.C. 20230

Public Relations Department
Rochester Institute of Technology
Box 3404
Rochester, N.Y. 14714

Retail Selling
C. Burns Marvil,
Department of Public Instruction,
Dover, Delaware

Sears Consumer Information Services,
Dept. 703 - Public Relations,
303 East Ohio Street,
Chicago, Illinois 60611.
Catalog on request.

Meier & Frank Training Guide
Meier & Frank
621 S.W. 5th Avenue,
Portland, Oregon

Roofers

United Slate, Tile and Composition Roofers,
Damp and Waterproof Workers Association
1125 7th Street N.W.
Washington, D.C. 20036

Salesman

Sales and Marketing Executives
International
630 Third Avenue
New York, N.Y. 10017

Sanitarians

National Environmental Association
1600 Pennsylvania
Denver, Colorado 80203

Scientist

National Science Teachers Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20006

Secretary

United Business Schools Association
1730 N. Street, NW
Washington, D.C. 20036

Sheet Metal Worker

Sheet Metal Workers' International
Association
1000 Connecticut Avenue, NW
Washington, D.C. 20036

Shoe Repairman

Shoe Service Institute of America
222 West Adams Street
Chicago, IL 60606

Singers and Singing Teachers

National Association of
Schools of Music
1501 New Hampshire Avenue, NW
Washington, D.C. 20036

Space Scientist

Office of Educational Programs and Services
National Aeronautics and Space Administration
400 Maryland Avenue
Washington, D.C. 20025

Speech and Hearing Therapist

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

Social Worker

National Commission for Social Work
Careers of the National Association
of Social Workers, Inc.
2 Park Avenue
New York, N.Y. 10016

Sociology

The American Sociological Association
1001 Connecticut Avenue, N.W.
Washington, D.C. 20036

Statistics

American Statistical Association
Room 703 - 810 18th Street, N.W.
Washington, D.C. 20006

Stewardess-Airplane

Air Transport Association of America
1000 Connecticut Avenue, NW
Washington, D.C. 20036

Surveyors

American Congress on Surveying and Mapping
Woodward Building
Washington, D.C. 20005

Teaching

National Center for Information on
Careers in Education
1607 New Hampshire Avenue N.W.
Washington, D.C. 20009

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

U.S. Department of Health, Education, and
Welfare
Office of Education
Washington, D.C. 20202

Physical Education Careers for Women
American Geographical Society,
Broadway at 156th Street,
New York, New York

National Science Teachers Association
1201 16th Street, N.W.,
Washington, D.C. 20036

Platts, Mary E.
Probe: A Handbook for Teachers of Elementary
Science.
Educational Service, Inc.
Chicago, Ill. 1962

A Handbook for Teachers of Elementary Social
Studies.
Educational Service, Inc.
Chicago, Ill. 1965

Teacher Guidance Materials

Byrn, Delmont. Career Decisions.
National Vocational Guidance Assn.,
1605 New Hampshire Ave., N.W.
Washington, D.C. 20009. 50 cents a copy

Counselor's Information Service
1640 Rhode Island Ave. N.W.
Washington, D.C. 20036 $7.00 a year.

How to Get the Right Job and Keep It
1970 $2.00 Frank Endicott,
Management Information Center Inc.,
Education Division, P.O. Box 357,
Miami, Florida 33145

Knapp, Dale & James Bedford.
The Parent's Role in Career Development.
45¢. APGA Publications Sales
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

Minnesota Department of Education.
The Teacher's Role in Career Development.
$1.90. APGA Publications Sales,
1607 New Hampshire Ave., N.W.,
Washington, D.C. 20009

Motivation
Soil Conservation Service, U.S.
Department of Agriculture,
Western Area Training Center,
701 N.W. Glisan - Room 209,
Portland, Oregon 97209

Oklahoma State Department of Education
A Guide for Developmental Vocational Guidance, 1968

R.L. Polk & Co. After High School What?
2001 Elm Hill Pike,
Nashville, Tenn. 37217

R.L. Polk & Co. What About College?
2001 Elm Hill Pike,
Nashville, Tenn. 37217

The Relevance of Words
David J. Peterson,
Westinghouse Learning Press,
Division of Westinghouse Learning Corp.
P.O. Box 10680
Palo Alto, Calif. 94304

Self Improvement
U.S. Department of Agriculture
Soil Conservation Service,
Western Area Training Center,
701 N.W. Glisan - Room 209
Portland, Oregon 97209

Singer/Graflex Educational & Training Division
assessment of vocational potential
3750 Monroe Ave.
Rochester, New York 14603

Tennyson, Wesley
The Teacher's Role in Career Development
National Vocational Guidance Assn.,
1605 New Hampshire Ave., N.W.,
Washington, D.C. 20009 $1.25

Wouldn't It Be the Smart Thing For You to
Stay in School?
Army Opportunities
Dept. 450
Hampton, Virginia 23369

U.S. Dept. of Health, Education, & Welfare, Office
of Education. American Education.
U.S. Printing Office,
Washington, D.C. 20402
50¢ a copy or $4.50 a yr. (10 issues).

Workmen's Compensation Board. Safer Oregon.
Workmen's Compensation Board,
2828 S.W. Corbett Ave. Portland, Ore.

Technician - x-ray

The American Registry of Radiologic
Technologists
2600 Wayzata Boulevard
Minneapolis, Minn. 55405

Technicians - Television and Radio

National Alliance of Television Associations
5908 South Troy Street
Chicago, IL 60629

Telephone Industry

Communications Workers of America
1808 Adams Lill Road, NW
Washington, D.C. 20009

Communications Workers of America
1925 K Street, NW
Washington, D.C. 20006

Television

National Association of Broadcasters
1771 N Street, NW
Washington, D.C. 20036

Teller

American Bankers Association
Personnel Administration and Management
Development Committee
90 Park Avenue
New York, N.Y. 10016

Therapists

American Physical Therapy Association
1156 15th Street, NW
Washington, D.C. 20005

Therapists - Occupational - Physical

American Occupational Therapy Association
251 Park Avenue South
New York, N.Y. 10010

Trucking Industry

American Trucking Association
1616 P Street NW
Washington, D.C. 20036

Typography

International Typographic
Composition Association Inc.
2233 Wisconsin Avenue, N.W.
Washington, D.C. 20007

NOTE: Many of these materials may be seen in the Whitaker Middle School's Media Center,

Vending Machine Mechanics

National Automatic Merchandising
Association
7 South Dearborn Street
Chicago, IL 60603

Veterinarians

American Veterinary Medical Association
600 South Michigan Avenue
Chicago, IL 60605

A Career in Animal Sciences
American Society of Animal Science
39 Sheridan Avenue
Albany, New York 12210

Waiters and Waitresses

Educational Director, National
Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60611

Watch Repair

American Watchmakers Institute
P.O. Box 1101
Cincinnati, OH 45211

Wholesaling

National Association of Wholesalers
1725 K Street, N.W.
Washington, D.C. 20006

Youth Services

Personnel and Training Division
Boy Scouts of America
New Brunswick, NJ 08903

Director of Field Operations
B'nai B'rith Youth Organization
Washington, D.C. 20036

CHILDREN'S BOOKS

LANGUAGE ARTS

Alder, Irving. Communication - Day, 1967 (Gr. 4)

Bentel, I'll Know My Love (Actress)

Bloom, Toby, Law Stenographer

Brown, How I Got That Story

Buehr, Walter Sending the Word Putnam, 1959 (Gr.4)
The Story of Communication Putnam 1959 (Gr.4)

Cather, Song of the Lark (Opera Singer)

Cohn, Careers with Foreign Languages

Colver, Joan, Freelance Writer

Cooke, David C. How Books are Made, 1963 (Gr. 5)

Dalghiesh, Silver Pencil (Teacher & writer)

Deleeuw, Betty Loring, Illustrator (magazine illus.)

Foster, With a High Heart (Librarian)

Floherty, Get That Story: Journalism Its Lore and Thrills

Foster, G. Allen. Communication: From Primitive Tom-Toms to Telstar
Criterion Books, 1965 (Gr. 4)

Hager, Dateline: Paris (Journalism)

Hart, Tony The Young Letter. Warne, 1966 (Gr. [illegible])
A How-It-Is-Done Book of Lettering, 1966 (Gr.1)

Johnson, Nancy Runs the Bookmobile (Librarian)

Lent, I Work on A Newspaper

Lewis, David White, Crime Reporter

Mannix, Lee Devins, Copywriter (Journalism)

McDonald, Assignment in Ankara
Marcia, Private Secretary

Nash, Lucky Miss Spaulding (Library)

Noyes, Your Future as a Secretary

Polacheck, Mystery on Wheels (Library)

Robinson, Barry On the Beat Harcourt, 1968 (Gr.2)

Whitcomb, Strictly for Secretaries

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CIENCE AND MATH

Arnold, White Danger (US Conservation Service)
Allee, Smoke Jumper

Barr, D. The How and Why Wonder Book of Building
Grosset, 1964 (Gr. 2)
Beim, Jerrold Tim and the Tool Chest
Morrow, 1951 (Gr.2)
Bergaust, Erik Oceanographers in Action, Putnam,
1968 (Gr. 4)
Boylston, Sue Barton, Senior Nurse
Sue Barton, Staff Nurse
Sue Barton, Student Nurse
Brandwein, The Gifted Student As a Future Scientist
Bridze, All About Under Sea Exploration
Buehr, Walter Harvest of the Sea Morrow, 1955 (Gr.4)

Colby, C.B. Astronauts in Training Coward, 1969 (Gr.5)
How Our Astronauts Prepare
for Space Exploration Coward, 1969 (Gr.5)
Cook, J. Gordon Exploring Under the Sea
Abelard-Schuman, 1964 (Gr. 4)
Coombs, Charles Skyhooks Morrow, 1967 (Gr. 6)
The Story of Helicopters, 1967 (Gr.6)
Coy, Doctors and What They Do
Cronin, The Citadel (Physician)

Dawin, Len. What Makes A Telephone Work? Little, 1970
Gr. 5
Dean, The Vet Is A Girl (Veterinarian)
Deleeuw, Future For Sale (Department Store Worker)
Deming, Hilda Baker, School Nurse
Linda Kent, Student Nurse
Nursing Assignment in El Salvador
Sue Morris, Sky Nurse
Deming, Richard Police Lab at Work Bobbs, 1967 (Gr.2)
Dietz, All About Great Medical Discoveries
Douglas, Magnificent Obsession, (Physician)

Eberle, Nurse, The Story of A Great Profession
Epstein, Sam All About Engines and Power Random,
1962 (Gr. 6)

CIENCE AND MATH (continued)

isher, Roger	Auto Mechanics (Gr. 4-6) David B. Bachman University of Delaware Dept. of Public Instruction Dover Delaware
reene, Carla	Doctors and Nurses - What Do They Do? Harper, 1963 (Grade1)
arris,	Karen's Nursery School Project
arrison,	Find a Career in Auto Mechanics
obart	Katie & Her Camera
ay, Eleanor	First Book of Nurses Watts, 1968 (Gr. 1)
jelgaard,	Forest Patrol) (Forest Ranger)
oab	Surgeon's Apprentice (early medicine)
	Learning About Space Centers Ohio State University The National Space Administration Columbus, Ohio (Gr. 4-6)
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Wildsmith, Brian	Brian Wildsmith's 1,2,3's Watts, 1965 (K)
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Florence Nightingale, Metropolitan Life,
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3	View & Analyzing Self	4-6	X	X		X		
4	Becoming Aware of Self	4-6	X	X		X		
5	Rating Interest Areas	3-6	X	X		X		
6	Evaluating Yourself - I	4-6	X	X		X		
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67	Money as Exchange	2-4			X		X	X
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81	All Jobs are Important	1-6	X		X		X	
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